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ABSTRACT

The Annual Survey of Hearing Impaired Children and Youth (1971-72) obtained information on 42,513 students enrolled in 636 preschool, elementary, and secondary educational programs for the hearing impaired. Data were gathered on the number of hearing impaired students with additional handicapping conditions, the types of conditions reported, the severity of the conditions, the profession of the person who evaluated the conditions, whether or not the student was receiving medication, ethnic origin, and degree of hearing loss. The data indicated that 32 percent of the students had one or more additional handicapping conditions, that a greater proportion of males had additional handicapping conditions, that students with hearing threshold levels below 65 decibels were slightly more likely to have additional handicaps, that students whose hearing loss was present at birth were more likely to have additional handicaps, and that most frequently reported types of additional handicapping conditions were emotional or behavioral problems, mental retardation, and visual disorders. (DB)

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NUMBER 14

ADDITIONAL HANDICAPPING CONDITIONS AMONG HEARING IMPAIRED STUDENTS

UNITED STATES: 1971-72

DATA FROM THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

OFFICE OF DEMOGRAPHIC STUDIES
GALLAUDET COLLEGE

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Augustine Gentile
Barbara McCarthy
Washington, D.C.
September, 1973

ABSTRACT

This report contains information on the characteristics of hearing impaired students with additional handicapping conditions. For the purposes of this report, an "additional handicapping condition" is defined as any physical, mental, emotional, or behavioral disorder that significantly adds to the complexity of educating a hearing impaired child. These data were collected by the Annual Survey of Hearing Impaired Children and Youth from participating special educational programs for hearing impaired students during the 1971-72 school year.

More specifically, the publication contains data on the number of hearing impaired students with additional handicapping conditions, the types of conditions reported, the severity of the conditions, the profession of the person who evaluated the conditions, and whether or not the students were on prescribed medication for the conditions. It also contains information on age, sex, ethnic origin, degree of hearing loss, and other characteristics of the hearing impaired students with additional handicapping conditions.

These data indicate that about 32 percent of the students for whom data were obtained had one or more additional handicapping conditions. The proportion of males with additional handicapping conditions (34.7 percent) exceeded the proportion of females (29.6 percent). In terms of ethnic origin there were no major differences among these students. Additional handicapping conditions were reported slightly more frequently for students with hearing threshold levels below 65 decibels (about 36 percent) than the students with threshold levels of 65 decibels or higher (about 30 percent). Students whose hearing loss was present at birth were reported to have additional handicapping conditions more often than the students whose hearing loss occurred after birth. These data also show that "Emotional or Behavioral Problems" (18.9 percent), "Mental Retardation" (18.1 percent), and "Visual Disorders" (16.3 percent) were the most frequently reported types of additional handicapping conditions for the 1971-72 school year.

The sources and qualifications of the data and problems related to the diagnosis and classification of additional handicapping conditions are referred to in this report.

The Annual Survey of Hearing Impaired Children and Youth is conducted by the Office of Demographic Studies at Gallaudet College. Funding for the program is provided by the National Institute of Education, Department of Health, Education and Welfare and by Gallaudet College.

ADDITIONAL HANDICAPPING CONDITIONS AMONG HEARING IMPAIRED STUDENTS, UNITED STATES: 1971-72

Augustine Gentile and Barbara McCarthy

INTRODUCTION

This publication gives information on the characteristics of hearing impaired students with additional handicapping conditions and descriptive information about these conditions. The information in this report is based on data collected from special educational programs for hearing impaired students during the 1971-72 school year. More specifically, the report contains data on the number of students with additional handicapping conditions, the types of conditions reported, the severity of the conditions, the profession of the person who evaluated the conditions, and whether or not the students were receiving prescribed medication for the conditions. It also contains information on age, sex, ethnic origin, degree of hearing loss, and other characteristics of the students.

These data were collected by the Annual Survey of Hearing Impaired Children and Youth, a continuing program which was started in May, 1968. The program is conducted by the Office of Demographic Studies at Gallaudet College. The major share of funding for the project is provided by the National Institute of Education, Department of Health, Education and Welfare, and the remaining portion is provided by Gallaudet College. A list of earlier publications from the Survey appears on the inside back cover of this report. Further details about the Annual Survey Program may be found in Appendix I.

SOURCES OF THE DATA

The data in this report are based on information obtained on 42,513 students enrolled in 636 special educational programs for the hearing impaired that participated in the Annual Survey during the 1971-72 school year. The 636 programs represent about 68 percent of the 942 programs that were invited to participate in the Survey. In terms of enrollment, it is estimated that reports were received for about 80 percent of the students enrolled in the 942 programs. The names of the 636 participating programs are given in Appendix IV.

The reporting forms used by the Survey for the 1971-72 school year are reproduced in full in Appendices II and III. The section of the reporting form for recording information about additional handicapping conditions was expanded by the Annual Survey for the 1971-72 school year. These sections of the form for the 1970-71 school year are reproduced in

Figure A and for the 1971-72 school year in Figure B. The implications of these changes for the data in this report and for data on additional handicapping conditions collected in previous years by the Survey are discussed below.

QUALIFICATIONS OF THE DATA

Before proceeding to a discussion of the data results, some of the qualifications and definitions of the data should be noted.

For the purposes of the Annual Survey, an "Additional Handicapping Condition" is defined as any physical, mental, emotional, or behavioral disorder that significantly adds to the complexity of educating a hearing impaired student. Since the Annual Survey has not established any operational criteria or standards for determining the significance of an additional handicapping condition, the individual participating programs exercised their own judgment in interpreting the above definition. Thus, these data represent a wide range of judgments and interpretations on the part of a large number of participating programs. This procedure is generally the same as that used by other researchers who have collected data on additional handicapping conditions.

The classification of additional handicapping conditions by type used in this report is similar to that used by researchers in the area of deafness. The types of conditions are described in medical and psychological terms which do not, in most cases, indicate the nature of the educational problem created by the handicap. The National Advisory Committee on the Education of the Deaf of the Department of Health, Education and Welfare and the National Advisory Committee for the Annual Survey have for the past several years stated the need for better diagnostic standards and a more appropriate classification of types of conditions to facilitate the planning for and acquisition of the resources required to meet the

FIGURE A: SECTION ON "ADDITIONAL HANDICAPPING CONDITIONS" FROM THE ANNUAL SURVEY'S 1970-71 DATA FORM.

VII. ADDITIONAL HANDICAPPING CONDITIONS

Check all educationally significant handicapping conditions: If none, check here ☐

☐ Epilepsy
☐ Cleft Lip
☐ Cleft Palate
☐ Severe Visual
☐ Mental Retardation
☐ Cerebral Palsy
☐ Perceptual-Motor Disorders
☐ Emotional or Behavioral Problems
☐ Heart Disorders

☐ Other (describe) _____

FIGURE B: SECTION ON "ADDITIONAL HANDICAPPING CONDITIONS" FROM THE ANNUAL SURVEY'S 1971-72 DATA FORM.

V. ADDITIONAL HANDICAPPING CONDITIONS

A. VISION

1. Does student have a visual problem even when wearing glasses? ☐ No ☐ Yes (Complete 2.)
2. How educationally significant is the visual problem?
   ☐ Mild ☐ Moderate ☐ Severe ☐ Not at all
3. Has the student had a visual examination? ☐ No ☐ Yes (If Yes, complete 3a.-3e.)
   a. Uncorrected Visual Acuity: Right Eye Distance Vision: 20/_____ Near Vision: 20/_____ ☐ Data Not Available
      Left Eye Distance Vision: 20/_____ Near Vision: 20/_____
   b. Corrected Visual Acuity: Right Eye Distance Vision: 20/_____ Near Vision: 20/_____ ☐ Data Not Available
      Left Eye Distance Vision: 20/_____ Near Vision: 20/_____
   c. Color Perception: ☐ Normal ☐ Defective (describe) _____ ☐ Data Not Available
   d. Night Vision: ☐ Normal ☐ Defective (describe) _____ ☐ Data Not Available
   e. Date of Examination: _____

B. 1. Check all additional educationally significant handicaps by indicating degree of significance and who made the evaluation. If the student has no additional educationally significant handicap, check here. ☐

	Degree of Significance			Person Who Made Evaluation			
	Mild	Moderate	Severe	M.D.	Teacher	Psychologist	Other
Brain Damage	☐	☐	☐	☐	☐	☐	☐
Cerebral Palsy	☐	☐	☐	☐	☐	☐	☐
Epilepsy	☐	☐	☐	☐	☐	☐	☐
Heart Disorder	☐	☐	☐	☐	☐	☐	☐
Mental Retardation	☐	☐	☐	☐	☐	☐	☐
Orthopedic	☐	☐	☐	☐	☐	☐	☐
Perceptual-Motor Disorder	☐	☐	☐	☐	☐	☐	☐
Emotional or Behavioral Problems	☐	☐	☐	☐	☐	☐	☐
Other (specify)	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐

2. Is the child on prescribed medication for any of the above handicapping conditions?
   ☐ No ☐ Yes (If Yes, underline the condition(s).)

educational needs of hearing impaired students with additional handicapping conditions.

Analyses of earlier data from the Annual Survey on additional handicapping conditions were limited because of lack of knowledge of the severity of the conditions in terms of their educational significance and of the profession of the person who diagnosed or evaluated the condition. Information in these areas was obtained in the 1971-72 Survey. Data on these measures are presented in the first tables and in an early section of the text. In attempting to determine the validity of these data, the reader should keep in mind the professional background of the persons who made the determinations as to the presence of additional handicapping conditions and the degree of severity of the conditions.

Another important factor to consider in analyzing or interpreting Survey data is the response rate. For the variable that is the major focus of this report, additional handicapping conditions, reports were received for 80 percent of the students.

The sources and limitations of these data, noted above, as well as those referred to in the following sections, should be carefully considered in interpret-

TABLE A: SUMMARY OF DATA ON ADDITIONAL HANDICAPPING CONDITIONS FOR FOUR SCHOOL YEARS: UNITED STATES, 1968-1972.

Item	School Year			
	1968-69	1969-70	1970-71	1971-72
1. Total Students Enrolled in Participating Programs	25,363	35,285	41,109	42,513
2. Number of Students by Number of Additional Handicapping Conditions				
(a) None	14,685	19,698	23,874	22,811
(b) 1 or More	6,445	9,433	10,921	10,900
(c) Not Reported	4,233	6,154	6,314	8,802
3. Percent of Students by Number of Additional Handicapping Conditions				
(a) None	57.9	55.8	58.1	53.7
(b) 1 or More	25.4	26.7	26.6	25.6
(c) Not Reported	16.7	17.4	15.4	20.7
4. Percent of Students by Number of Additional Handicapping Conditions, Omitting Students for Whom Data Were Not Reported				
(a) None	69.5	67.6	68.6	67.7
(b) 1 or More	30.5	32.4	31.4	32.3
5. Total Number of Handicapping Conditions Reported	8,871	12,224	13,662	16,442
6. Number of Conditions Per 100 Students for Whom Data Were Reported	42.0	42.0	39.3	48.8
7. Number of Students with Visual Defects	883*	1,312*	1,699*	2,678**
8. Percent of All Conditions Reported as Visual Defects	10.0	10.7	12.4	16.3
9. Number of Conditions Per 100 Students for Whom Data Were Reported, Omitting Visual Defects	37.8	37.5	34.4	40.8

*Reporting form asked for the reporting of "Severe" visual handicaps (see Figure A).
**Reporting form did *not* specify "Severe" in reporting of visual handicaps.

ing the quantitative data presented in this report.

COMPARISON WITH EARLIER SURVEY DATA

The Annual Survey has been collecting data on additional handicapping conditions since its inception in 1968. A summary of the data for the first four Survey years is presented in Table A and Table B.

The data in Table A indicate that the proportion of students with one or more additional handicapping conditions has remained at about the same level over the four year period (see Items 4a and b, Table A). However, there was a large increase for the 1971-72 school year in the number of conditions reported (see Items 5 and 6, Table A). As referred to earlier, during the 1971-72 school year there was a major revision in the section of the data collection form dealing with additional handicapping conditions (see Figure B).

There was, first of all, a special section added to this form to obtain detailed data on visual defects. In addition, for the other types of handicapping conditions information was obtained about the severity of the condition, the profession of the person who made the evaluation of the condition, and whether or not medication was required for the condition. Also, check boxes for "Brain Damage" and "Orthopedic Disorder" were added to the list of conditions. These changes may have been responsible for the increased reporting of visual defects, brain damage, and orthopedic disorders, as well as of second and third additional handicapping conditions. Items 7 and 8 of Table A show the increase in the number of visual defects. In addition, there was an increase of 1,157 cases of brain damage and 379 cases of orthopedic disorders in 1971-72 as compared to the 1970-71 school year.

The types of additional handicapping conditions reported for the four school years beginning in 1968 are shown in Table B. As noted above, there were substantial increases in the proportion as well as the number of additional handicapping conditions reported as "Brain Damage," "Orthopedic Disorders," and "Visual Defects" for the 1971-72 school year. It will also be observed that there was a substantial decrease in the proportion of cases reported as "Emotional or Behavioral Problems." It is believed that this change is also due to a change in the reporting form. In years prior to the 1970-71 school year there was a separate box for "Emotional Disorders" and "Behavioral Problems." Thus, for the first two years of the Survey both boxes were checked for some students; and when these categories were combined for publication, two conditions were reported. Beginning with the 1970-71 school year, these conditions were combined on the reporting form. Thus, students who previously may have been counted as having two conditions were counted for only one condition.

An additional factor that influenced the 1971-72 data should be remarked here. During the past two school years, twelve institutions, primarily for persons with mental or intelligence disorders, that con-

TABLE B: SUMMARY OF DATA BY TYPES OF ADDITIONAL HANDICAPPING CONDITIONS FOR FOUR SCHOOL YEARS: UNITED STATES, 1968-1972.

Types of Additional Handicapping Conditions	School Year							
	1968-69		1969-70		1970-71		1971-72	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Types	8,871	100.0	12,224	100.0	13,662	100.0	16,442	100.0
Brain Damage	*	*	154	1.3	168	1.2	1,325	8.1
Cerebral Palsy	708	8.0	965	7.9	1,123	8.2	1,132	6.9
Epilepsy	*	*	165	1.3	226	1.7	393	2.4
Heart Disorders	186	2.1	406	3.3	750	5.5	1,059	6.4
Mental Retardation	1,700	19.2	2,083	17.0	2,440	17.9	2,981	18.1
Orthopedic Disorders	*	*	193	1.6	250	1.8	629	3.8
Perceptual-Motor Disorders	1,169	13.2	1,588	13.0	1,885	13.8	1,652	10.0
Emotional or Behavioral Problems	2,628	29.6	3,762	30.8	3,338	24.4	3,104	18.9
Visual Disorders	883	10.0	1,312	10.7	1,699	12.4	2,678	16.3
All Other	1,597	18.0	1,596	13.1	1,783	13.1	1,489	9.1

*Included in "All Other."

TABLE C: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, BY DEGREE OF EDUCATIONAL SIGNIFICANCE: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree of Educational Significance	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
Total	100.0	8.1	6.9	2.4	6.4	18.1	3.8	10.0	18.9	16.3	9.1
Severe	100.0	5.7	5.5	2.1	2.8	18.8	4.9	6.3	19.4	24.6	10.0
Moderate	100.0	8.5	7.9	1.6	3.7	18.0	3.3	12.0	21.0	16.0	8.0
Mild	100.0	8.8	7.2	3.3	9.5	20.1	4.0	11.0	17.9	12.1	6.0
Not Reported	100.0	6.3	3.8	1.7	7.6	7.9	2.9	4.0	14.5	24.5	26.9

duct special educational programs for hearing impaired persons within their facilities participated in the Survey. While the number of students in these programs (about 400) did not add appreciably to the total number of students with one or more additional handicapping conditions (10,900), they did add somewhat significantly to the number of conditions reported as "Brain Damage" (56 cases), "Cerebral Palsy" (45 cases), and "Mental Retardation" (275 cases).

The data in Tables A and B for the first three years of the Survey have been published in earlier reports.[1] They have been presented here in conjunction with the data for the 1971-72 school year so that the differences in the data can be properly attributed to changes in data collection methods, noted above, rather than changes in the prevalence of types of additional handicapping conditions among the hearing impaired.

DISCUSSION OF THE DATA

The Survey findings on Additional Handicapping Conditions are presented in 18 tables, referred to as "Detailed Tables," in a later section of this report. In this section these tables are summarized, and significant aspects of the data are noted.

[1] *Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students, United States: 1968-69.* Gallaudet College, Office of Demographic Studies, Series D, Number 3. *Characteristics of Hearing Impaired Students by Hearing Status, United States: 1970-71.* Gallaudet College, Office of Demographic Studies, Series D, Number 10. *Reported Causes of Hearing Loss for Hearing Impaired Students, United States: 1970-71.* Gallaudet College, Office of Demographic Studies, Series D, Number 12.

Additional Handicapping Conditions by Severity, Profession of Persons Who Made Evaluation, and Whether or not Medication Was Prescribed

As noted earlier for the 1971-72 school year, participants in the Annual Survey were asked to provide certain new data on additional handicapping conditions that had not been previously collected by the Survey. Specifically, the reporting schools were asked to indicate the degree of educational significance of the additional handicapping condition, the profession of the person who made the evaluation, and whether the student was on prescribed medication for the condition.

Detailed Tables 1 and 2 show the number and percent distribution of each type of additional handicapping condition by degree of educational significance and the profession of the person who made the evaluation. Some of these data are summarized in Text Tables C, D, and E.

The data in Table 2 show that for all additional handicapping conditions, in terms of educational significance, 14.2 percent were reported as severe, 33.6 percent were reported as moderate, and 43.4 percent were reported as mild; degree of significance was not reported for 8.8 percent of the conditions. It should be noted here that it is likely that there are hearing impaired children with severe additional handicapping conditions who are not included in these data because they cannot be enrolled in the participating schools due to the severity of their multiple handicaps. The data in Table 2 also indicate that "Visual Defects" and "Orthopedic Disorders" were reported as severe more frequently than the other conditions. "Perceptual-Motor Disorders" and "Cerebral Palsy" were the conditions reported more frequently as mod-

TABLE D: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, ACCORDING TO PROFESSION OF PERSON WHO MADE EVALUATION OF CONDITION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PRO GRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Profession of Person Who Made Evaluation of the Condition	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Doctor of Medicine	31.5	53.1	78.0	83.7	84.2	9.1	79.0	20.9	17.3	*	48.8
Psychologist	24.5	17.9	2.4	1.8	2.0	65.6	4.1	34.4	31.4	*	14.0
Teacher	15.5	17.1	6.1	1.5	1.6	11.6	4.8	28.4	36.0	*	18.4
Other and Not Reported	28.5	12.0	13.5	13.0	12.2	13.7	12.1	16.3	15.4	100.0	18.8

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE E: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, BY PROFESSION OF PERSON WHO MADE EVALUATION OF CONDITION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Profession of Person Who Made Evaluation of the Condition	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	100.0	8.1	6.9	2.4	6.4	18.1	3.8	*10.0	18.9	16.3	9.1
Doctor of Medicine	100.0	13.6	17.0	6.3	17.2	5.2	9.6	6.7	10.3	*	14.0
Psychologist	100.0	5.9	0.7	0.2	0.5	48.6	0.6	14.1	24.2	*	5.2
Teacher	100.0	6.8	2.7	0.2	0.7	13.5	1.2	18.4	43.7	*	10.7
Other and Not Reported	100.0	3.4	3.3	1.1	2.8	8.7	1.6	5.7	10.2	57.2	6.0

*Information on person who made evaluation was not collected for "Visual Defects."

erate, and "Heart Disorder" and "Epilepsy" the conditions reported most frequently as mild.

The profession of the person who evaluated the additional handicapping condition is shown in Detailed Tables 1 and 2 and Text Tables D and E. A doctor of medicine made the evaluation for 31.5 percent of all the conditions; a psychologist made the evaluation for 24.5 percent of the conditions, and teachers made the evaluation for 15.5 percent of the conditions. Because information on "Visual Defects" was obtained from another section of the reporting form, data on the profession of the person who made the evaluation and whether or not the student was on prescribed medication for the additional handicapping condition were not obtained. When "Visual Defects" are omitted from the computations, the proportions for the profession of the evaluator become:

	Percent
Total	*100.0*
Doctor of Medicine	37.7
Psychologist	29.2
Teacher	18.6
Other and Not Reported	14.5

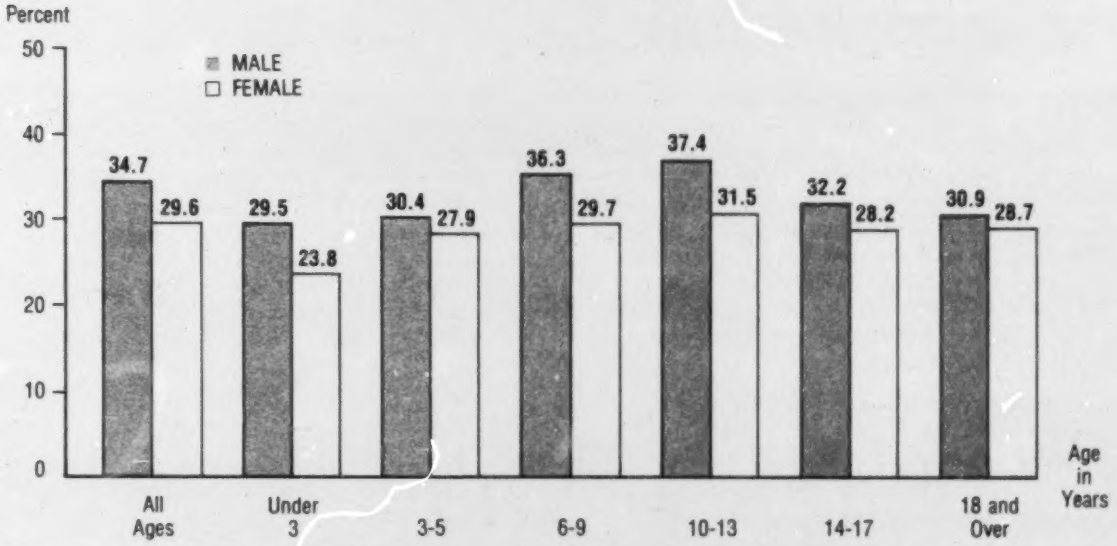
A doctor of medicine made the evaluation for more than 50 percent of the following conditions: Brain Damage, Cerebral Palsy, Epilepsy, Heart Disorders, and Orthopedic Disorders. A psychologist made the evaluation for 65.6 percent of the "Mental Retardation" cases, 34.4 percent of the "Perceptual-Motor Disorders," and 31.4 percent of the "Emotional or Behavioral Problems" cases. Teachers made the

TABLE F: PERCENT DISTRIBUTION OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS BY AGE AND SEX: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Age and Sex	All Students For Whom Information on Additional Handicapping Conditions Was Reported*	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom 1 or More Additional Handicapping Conditions Were Reported
Both Sexes			
All Ages	100.0	67.7	32.2
Under 3 Years	100.0	73.1	26.9
3-5 Years	100.0	70.7	29.3
6-9 Years	100.0	66.8	33.2
10-13 Years	100.0	65.3	34.7
14-17 Years	100.0	69.6	30.4
18 Years & Over	100.0	70.1	29.9
Males			
All Ages	100.0	65.3	34.7
Under 3 Years	100.0	70.5	29.5
3-5 Years	100.0	69.6	30.4
6-9 Years	100.0	63.7	36.3
10-13 Years	100.0	62.6	37.4
14-17 Years	100.0	67.8	32.2
18 Years & Over	100.0	69.1	30.9
Females			
All Ages	100.0	70.4	29.6
Under 3 Years	100.0	76.2	23.8
3-5 Years	100.0	72.1	27.9
6-9 Years	100.0	70.3	29.7
10-13 Years	100.0	68.5	31.5
14-17 Years	100.0	71.8	28.2
18 Years & Over	100.0	71.3	28.7

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

CHART 1: PERCENTAGE OF STUDENTS FOR WHOM ONE OR MORE ADDITIONAL HANDICAPPING CONDITIONS WERE REPORTED, BY AGE AND SEX: UNITED STATES, 1971-72.*



*Data exclude 8,802 students for whom information on additional handicapping conditions was not reported.

evaluations for 28.4 percent of the "Perceptual-Motor Disorders" and 36.0 percent of the "Emotional or Behavioral Problems" cases (see Table D).

Data on whether or not a student was receiving prescribed medication for the additional handicapping condition are shown in Detailed Tables 3 and 4 by degree of educational significance and in Detailed Tables 5 and 6 by profession of the person who made the evaluation.

According to the data in Table 6 it was reported that students were on prescribed medication for 11.7 percent of the conditions; they were not on prescribed medication for 55. 2 percent of the conditions, and this information was not reported for 33.1 percent of the conditions. As noted earlier, this type of data was not obtained for "Visual Defects." The revised percentage when "Visual Defects" are omitted from the computations are as follows:

	Percent
Total	*100.0*
On Prescribed Medication	14.0
Not on Prescribed Medication	65.9
Other and Not Reported	20.1

In terms of specific types of additional handicapping conditions, the highest proportion of students on prescribed medication are those with "Epilepsy" (73.3 percent) and those with "Emotional or Behavioral Problems" (22.6 percent).

Additional Handicapping Conditions By Age and Sex of Students

The number and percent distributions of students with additional handicapping conditions by number and types of handicapping conditions according to age and sex are presented in Detailed Tables 7, 8, 9, and 10. A summary of some of these data is shown in Text Table F and Chart 1.

The proportion of males with one or more additional handicapping conditions (34.7 percent) exceeded the proportion of females (29.6 percent) by about five percent. A higher proportion of students between ages 6 and 13 had additional handicapping conditions than did the students under 6 years of age and 14 years of age and over. With respect to this finding, it should be mentioned that there is probably a higher rate of undeveloped or undiagnosed additional handicapping conditions among the very young students (see Table F and Chart 1).

The number of additional handicapping conditions per 1,000 students by types of conditions is given in Table 10. These data show that the total number of conditions reported for male students (523.8 per 1,000 males) was much higher than the number of conditions reported for female students (445.2 per 1,000 females). For both sexes combined there were 487.7 conditions reported per 1,000 students.

The most frequently reported conditions were "Emotional or Behavioral Problems" (92.1 per 1,000), "Mental Retardation" (88.4 per 1,000), and "Visual Defects" (79.4 per 1,000). The rates for males were higher than the rates for females for each of the conditions except "Heart Disorders" and "Visual Defects." The male rates were especially higher than the female rates for "Brain Damage," "Perceptual-Motor Disorders," and "Emotional or Behavioral Problems."

The rates for each type of condition by age groups are also shown in Table 10. The highest rates for all conditions are for students in the age groups 6-9 years (514.6 conditions per 1,000 students) and 10-13 years (519.1 conditions per 1,000 students).

An examination of the specific rates by types of conditions according to age reveals the following highlights. For "Brain Damage" the highest rate (50.5 per 1,000) occurs among children under 3 years of age. For "Cerebral Palsy" the highest rates are found for students 14-17 years of age (42.7 per 1,000) and students 18 years of age and older (57.4 per 1,000). The rates for "Heart Disorders" were higher for students under 10 years of age and highest for students 6-9 years (45.7 per 1,000). The association of heart disorders to the 1964-65 "rubella epidemic" was noted in an earlier Annual Survey publication.[1] For "Mental Retardation" the rates generally increase with age, and the highest rate is for students 18 years of age and older (129.5 per 1,000). The highest rates for "Perceptual-Motor Disorders" (63.1 per 1,000), "Emotional or Behavioral Problems" (107.1 per 1,000), and "Visual Defects" (94.6 per 1,000) are found among students 6 through 9 years of age.

Additional Handicapping Conditions By Ethnic Origin

The discussion in this section is based on the data in Detailed Tables 11 and 12, Text Table G, and Chart 2. These data describe students with additional handicapping conditions in relation to their ethnic origin.

In terms of the proportion of students for whom one or more additional handicapping conditions were reported, the data in Table G indicate that there is very little difference among students with different ethnic origins. However, in terms of specific types of conditions there are a few differences that can be noted.

Those students of white ethnic origin, in relation to their proportion (68.8 percent) of all students, were reported to have a higher proportion of the "Cerebral Palsy" cases (79.2 percent). This condition was reported relatively less frequently for students of black or Spanish-American origin (see Table 12). On the other hand, "Heart Disorders" were reported more frequently for the students of black and Spanish-American origin in relation to their proportion of all students.

The major ethnic difference in the types of additional handicapping conditions occurs in the reported cases of "Mental Retardation." For those students for whom the data were reported, this condition was reported less frequently, relatively, for those of non-black origin and in much higher proportion for black students (7.8 percent for the non-black students and 16.2 percent for the black students).

It is not the purpose of this report to speculate as to whether this difference is due to misdiagnoses, biases in the construction of intelligence tests or in the way they are administered, environmental conditions, or other factors. We point this out here as an area of educational significance that requires further study.

[1] *Reported Causes of Hearing Loss for Hearing Impaired Students, United States: 1970-71.* Gallaudet College, Office of Demographic Studies, Series D, Number 12, pp. 20-22.

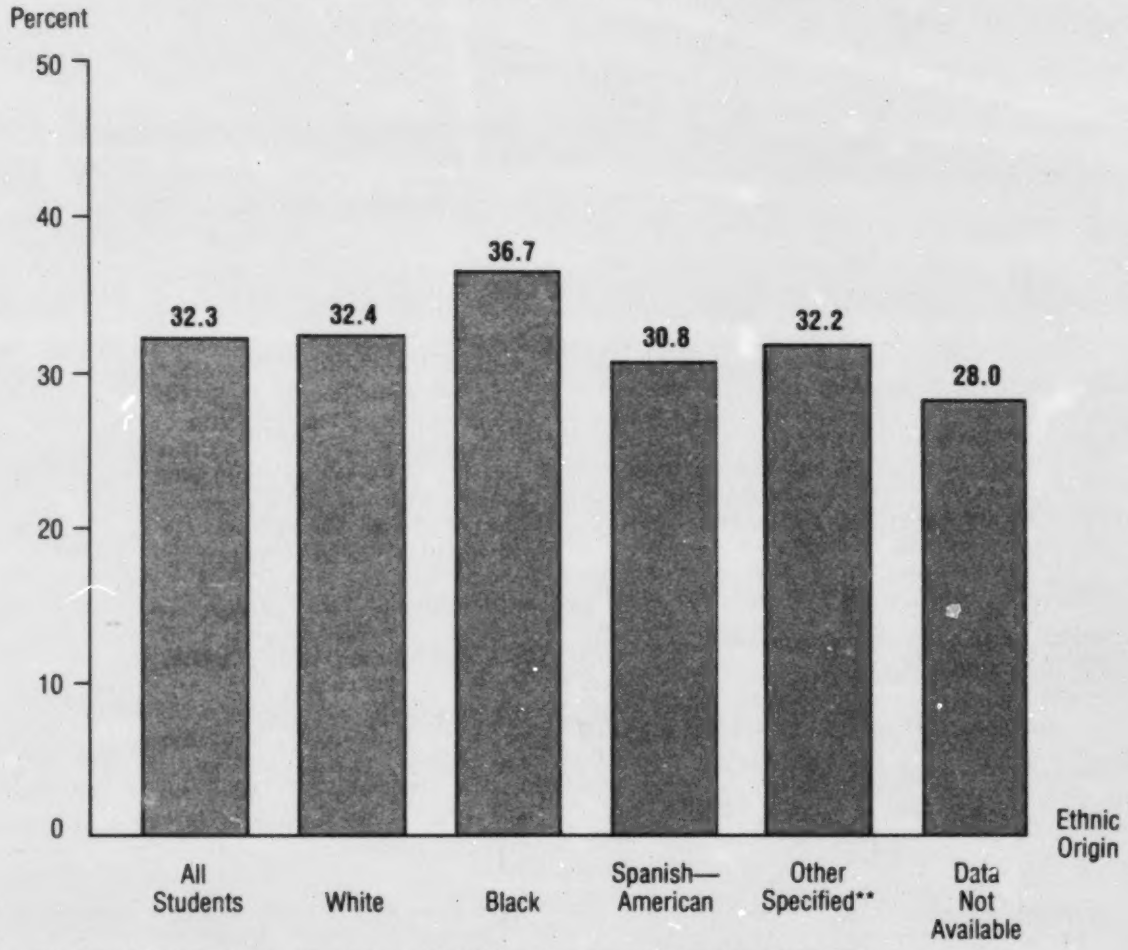
TABLE G: PERCENT DISTRIBUTION OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS, BY ETHNIC ORIGIN: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Ethnic Origin	All Students For Whom Information on Additional Handicapping Conditions Was Reported*	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom 1 or More Additional Handicapping Conditions Were Reported
Total All Students	100.0	67.7	32.3
White	100.0	67.6	32.4
Black	100.0	63.3	36.7
Spanish-American	100.0	69.2	30.8
Other Specified**	100.0	67.8	32.2
Data Not Available	100.0	72.0	28.0

*Excludes 8,802 students for whom data on additional handicapping conditions were not reported.

**Includes American Indian, Oriental, mixed parentage, and "Other."

CHART 2: PERCENTAGE OF STUDENTS FOR WHOM ONE OR MORE ADDITIONAL HANDICAPPING CONDITIONS WERE REPORTED, BY ETHNIC ORIGIN: UNITED STATES, 1971-72.*



*Excludes 8,802 students for whom data on additional handicapping conditions were not reported.

**Includes American Indian, Oriental, mixed parentage and "Other."

Additional Handicapping Conditions By Hearing Threshold Levels

Data on the number of students with one or more additional handicapping conditions according to hearing threshold levels are presented in Detailed Table 13, Text Table H, and Chart 3. These data indicate that students with lower hearing threshold levels (under 65 decibels) have additional handicapping conditions more frequently than students with hearing threshold levels of 65 decibels or higher. A partial explanation of this finding may be found in a recent Annual Survey publication.[1] The data there indicate that students with impaired hearing due to hereditary factors had higher hearing threshold levels and fewer additional handicapping conditions. However there is a factor which raises some question as to whether the association of fewer additional handicaps with higher threshold levels shown in Table H is valid. According to the data in Table H the students with the highest proportion of additional handicapping conditions are those for whom information on hearing threshold level was not available or not reported to the Survey. A review of Survey data from prior years suggests that a relatively high proportion of students for whom hearing thresholds are not reported is constituted of those with high threshold levels. In fact, it is possible that the combination of severe hearing loss and multiple handicaps makes it difficult to obtain audiometric readings that could be reported to the Survey. In conclusion, further study is necessary to determine the true associations between hearing threshold levels and the presence of additional handicapping conditions.

[1]See Office of Demographic Studies publication D-12, p. 13.

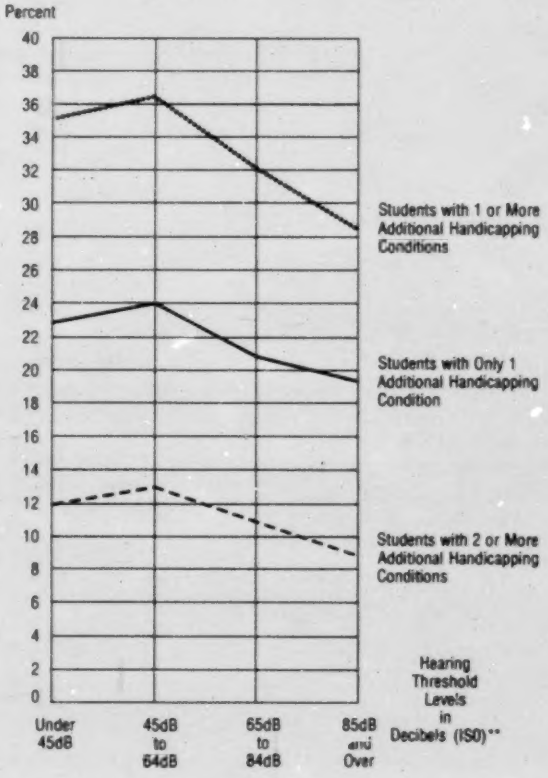
TABLE H: PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS AND HEARING THRESHOLD LEVELS: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Hearing Threshold Levels in Decibels (ISO)*	All Students For Whom Information on Additional Handicapping Conditions Was Reported**	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom 1 Additional Handicapping Condition Was Reported	Students For Whom 2 or More Additional Handicapping Conditions Were Reported
All Levels	100.0	67.7	21.0	11.3
Under 45dB	100.0	65.0	22.9	12.1
45 dB-64 dB	100.0	63.6	23.8	12.5
65 dB-84 dB	100.0	68.1	21.1	10.8
85 dB and Over	100.0	71.5	19.6	9.0
Not Available	100.0	59.4	22.5	18.2

*Average hearing threshold in better ear computed at 500, 1000, and 2000 cycles per second.

**Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

CHART 3: PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS AND HEARING THRESHOLD LEVELS: UNITED STATES, 1971-72.*



*Percentages are based on 33,711 students for whom information on additional handicapping conditions was reported.

**Average hearing threshold in better ear computed at 500, 1000, and 2000 cycles per second.

Data on the types of additional handicapping conditions and hearing threshold levels are shown in Detailed Table 14. For reasons cited above, the large number of additional handicapping conditions reported for students for whom a better ear average could not be computed or was not available makes it difficult to ascertain the relationship between degree of hearing loss and specific types of additional handicapping conditions.

Additional Handicapping Conditions By Age at Onset of Hearing Loss

The relationships between age at onset of hearing loss and the number and types of additional handicapping conditions are shown in Detailed Tables 15 and 16.

According to the data in Detailed Table 15 the highest proportion of students who had one or more additional handicapping conditions was found among those whose onset of hearing loss was at birth (see Text Table I and Chart 4).

The distribution of specific types of additional handicapping conditions according to age-at-onset-of-hearing-loss groups (shown in Detailed Table 16) are generally proportionate to the number of students in each onset group. Some notable exceptions are that "Cerebral Palsy" and "Heart Disorders" occur relatively more frequently among students whose hearing loss was present at birth, and "Epilepsy" for students whose hearing loss began during the first year of life. The relatively large proportion of students with "Perceptual-Motor Disorders" for whom age at onset of loss was not reported cannot be explained by any data available at this time.

Additional Handicapping Conditions By Type of Educational Program

The number of additional handicapping conditions by type of educational program attended by the students are presented in Detailed Table 17. According to these data about 26 percent of the students in residential schools on whom information was available have additional handicapping conditions, compared to about 35 percent for students in day schools and classes. About 57 percent of the other full-time students have additional handicapping conditions; this high proportion is to be expected since a substantial number of these students are in special programs for the multiply handicapped (see Table J and Chart 5).

It should be emphasized here that the programs are instructed to classify a student as having an additional handicapping condition only if that condition is judged to be a significant factor in educating the student. Further, "educationally significant," the phrase used on the Survey's questionnaire, is not defined in the instructional manual to the programs. Thus, to the degree that systematically different definitions for "educationally significant" are used in various types of special educational programs, the data on the students, when classified by type of program, will reflect both the characteristics of the student and the criteria used to classify the student.

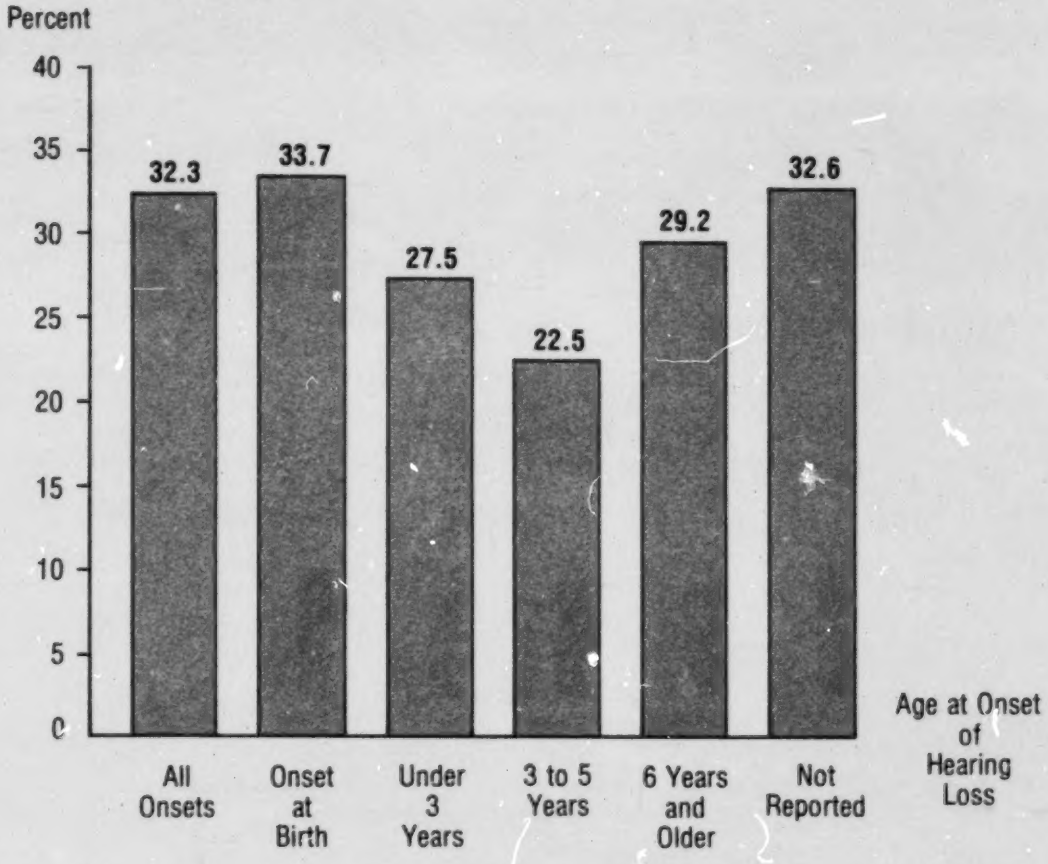
Types of additional handicapping conditions according to type of educational program attended are given in Detailed Table 18. These data show that while residential schools have 43.4 percent of the students for whom data on additional handicaps were received, they account for 31.7 percent of all additional handicapping conditions reported. Day schools

TABLE I: PERCENT DISTRIBUTION OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS, BY AGE AT ONSET OF HEARING LOSS: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Age at Onset of Hearing Loss	All Students For Whom Information On Additional Handicapping Conditions Was Reported*	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom 1 or More Additional Handicapping Conditions Were Reported
All Onsets	100.0	67.7	32.3
Onset At Birth	100.0	66.3	33.7
Under 3 Years	100.0	72.6	27.4
3 to 5 Years	100.0	77.5	22.5
6 Years And Older	100.0	70.8	29.2
Not Reported	100.0	67.4	32.6

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

CHART 4: PERCENTAGE OF STUDENTS FOR WHOM ONE OR MORE ADDITIONAL HANDICAPPING CONDITIONS WERE REPORTED, BY AGE AT ONSET OF HEARING LOSS: UNITED STATES, 1971-72.*



*Data exclude 8,802 students for whom information on additional handicapping conditions was not reported.

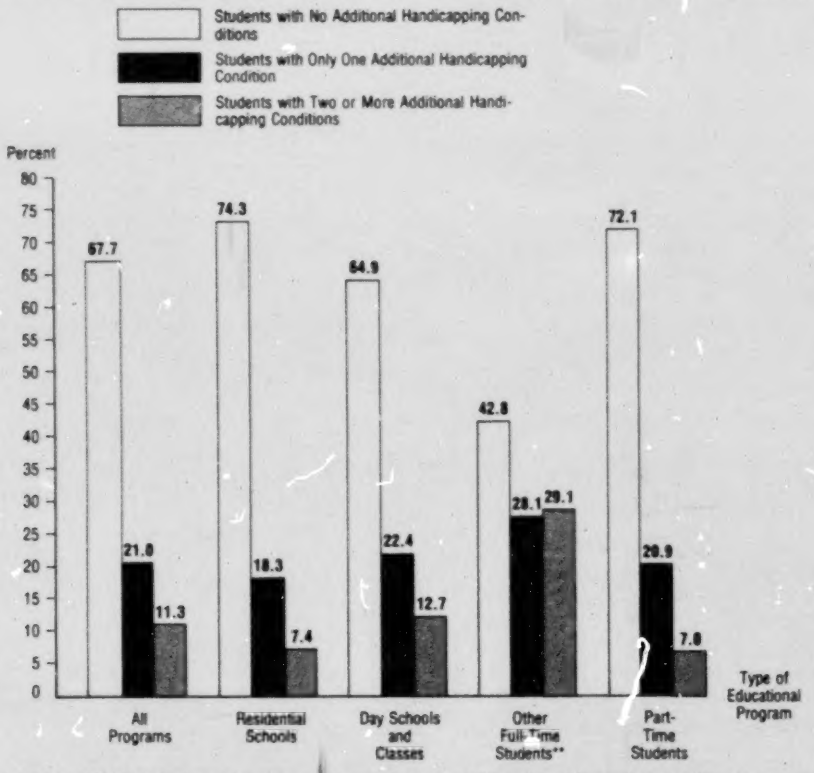
TABLE J: PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS AND TYPE OF EDUCATIONAL PROGRAM: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Type of Educational Program	All Students For Whom Information On Additional Handicapping Conditions Was Reported*	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom Only 1 Additional Handicapping Condition Was Reported	Students For Whom 2 or More Additional Handicapping Conditions Were Reported
All Programs	100.0	67.7	21.0	11.3
Residential Schools	100.0	74.3	18.3	7.4
Day Schools and Classes	100.0	64.9	22.4	12.7
Other Full-Time Students**	100.0	42.8	28.1	29.1
Part-Time Students	100.0	72.1	20.9	7.0

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

**Includes students enrolled in programs for the multiply handicapped and for the mentally retarded.

CHART 5: PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS AND TYPE OF EDUCATIONAL PROGRAM: UNITED STATES, 1971-72.*



*Percentages are based on 33,711 students for whom information on additional handicapping conditions was reported.

**Includes students enrolled in programs for the multiply handicapped and for the mentally retarded.

and classes account for 38.1 percent of the students and 41.5 percent of the conditions; other full-time programs have only 8.9 percent of the students, but 19.4 percent of the conditions; part-time programs account for 9.6 percent of the students and 7.4 percent of the additional handicapping conditions.

As noted above, 31.7 percent of all the additional handicaps were reported for students in residential programs. Relative to this proportion, 37.5 percent of "Cerebral Palsy" cases and 36.4 percent of the "Epilepsy" cases were accounted for by residential students. Relative to the proportion of all additional handicaps reported for students in day schools and classes (41.5 percent), students in these programs accounted for 54.5 percent of "Perceptual-Motor Disorders," 47.8 percent of the "Emotional or Behavioral Problems," and 46.0 percent of the "Heart Disorders." Students in other full-time programs accounted for 19.4 percent of all additional handicapping conditions, but they accounted for 33.4 percent of all "Mental Retardation" and 25.4 percent of all "Brain Damage" cases. This, of course, reflects the data from the approximately 400 students in the Survey from the 12 institutions for persons with mental or intelligence disorders that were referred to earlier in this report.

SUMMARY

We have presented the number and types of additional handicapping conditions reported for the 42,513 hearing impaired students enrolled in the programs that participated in the Annual Survey during the 1971-72 school year. Almost one-third of the students for whom data were obtained were reported to have one or more additional handicapping conditions. The three most frequently reported additional handicapping conditions were "Emotional or Behavioral Problems," "Mental Retardation," and "Visual Disorders."

The data on the severity of the additional handicapping conditions and the profession of the person who made the evaluations should be useful in interpreting the overall study results.

The need for standardized diagnostic criteria and development of a more utilitarian classification of types of additional handicapping conditions has been suggested in the report.

In spite of the limitations of these data, the authors hope that this report will help in the ongoing effort to obtain more resources and improved educational placement of hearing impaired students with additional handicapping conditions.

LIST OF DETAILED TABLES

Table 1: Number of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Profession of Person Who Made the Evaluation: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72

Table 2: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Profession of Person Who Made the Evaluation: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72

Table 3: Number of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72

Table 4: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72

Table 5: Number of Additional Handicapping Conditions By Types of Conditions, Profession of Person Who Made the Evaluation, and Whether or Not Student was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72

Table 6: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Profession of Person Who Made the Evaluation, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72

Table 7: Number of Students with Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72

Table 8: Percent Distribution of Students with Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72

Table 9: Number of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72

Table 10: Number of Additional Handicapping Conditions by Types of Conditions Per 1,000 Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72

Table 11: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Ethnic Origin, United States: 1971-72

Table 12: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Ethnic Origin, United States: 1971-72

Table 13: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Hearing Threshold Levels, United States: 1971-72

Table 14: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Hearing Threshold Levels, United States: 1971-72

Table 15: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age at Onset of Hearing Loss, United States: 1971-72

Table 16: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age at Onset of Hearing Loss, United States: 1971-72

Table 17: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Type of Educational Program, United States: 1971-72

Table 18: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Type of Educational Program, United States: 1971-72

TABLE 1: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, DEGREE OF EDUCATIONAL SIGNIFICANCE, AND PROFESSION OF PERSON WHO MADE THE EVALUATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree of Educational Significance and Profession of Person Who Made Evaluation	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
Severe	2,339	134	129	48	65	439	114	147	454	576	233
Moderate	5,527	470	437	86	206	994	184	664	1,161	883	442
Mild	7,137	631	512	235	678	1,435	289	783	1,280	867	427
Not Reported	1,439	90	54	24	110	113	42	58	209	352	387
Doctor of Medicine	5,183	703	883	329	892	271	497	346	536	*	726
Severe	708	97	106	45	55	40	91	44	96	*	134
Moderate	1,681	254	368	73	180	81	153	164	199	*	209
Mild	2,394	314	378	195	586	137	228	129	196	*	231
Not Reported	400	38	31	16	71	13	25	9	45	*	152
Psychologist	4,025	237	27	7	21	1,956	26	568	974	*	209
Severe	661	20	6	2	5	354	4	46	186	*	38
Moderate	1,485	92	12	1	4	642	6	231	416	*	81
Mild	1,709	112	9	3	9	905	14	268	342	*	47
Not Reported	170	13	0	1	3	55	2	23	30	*	43
Teacher	2,554	226	69	6	17	346	30	469	1,117	*	274
Severe	250	9	3	0	0	27	2	37	135	*	37
Moderate	954	78	23	3	4	122	9	190	428	*	97
Mild	1,198	115	43	3	12	190	18	230	512	*	75
Not Reported	152	24	0	0	1	7	1	12	42	*	65
Other and Not Reported	4,680	159	153	51	129	408	76	269	477	2,678	269
Severe	720	8	14	1	5	18	17	20	37	576	24
Moderate	1,407	46	34	9	18	149	16	79	118	883	55
Mild	1,836	90	82	34	71	203	29	156	230	867	74
Not Reported	717	15	23	7	35	38	14	14	92	352	127

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE 2: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, DEGREE OF EDUCATIONAL SIGNIFICANCE, AND PROFESSION OF PERSON WHO MADE THE EVALUATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree of Educational Significance and Profession of Person Who Made Evaluation	Total Conditions	Type of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Severe	14.2	10.1	11.4	12.2	6.1	14.7	18.1	8.9	14.6	21.5	15.6
Moderate	33.6	35.5	36.6	21.9	19.5	33.3	29.3	40.2	37.4	33.0	29.7
Mild	43.4	47.6	45.2	59.8	64.0	48.1	45.9	47.4	41.2	32.4	28.7
Not Reported	8.8	6.8	4.8	6.1	10.4	3.8	6.7	3.5	6.7	13.1	26.0
Doctor of Medicine	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	13.7	13.8	12.0	13.7	6.2	14.8	18.3	12.7	17.9	*	18.5
Moderate	32.4	36.1	41.7	22.2	20.2	29.9	30.8	47.4	37.1	*	28.8
Mild	46.2	44.7	42.8	59.3	65.7	50.6	45.9	37.3	36.6	*	31.8
Not Reported	7.7	5.4	3.5	4.9	8.0	4.8	5.0	2.6	8.4	*	20.9
Psychologist	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	16.4	8.4	22.2	28.6	23.8	18.1	15.4	8.1	19.1	*	18.2
Moderate	36.9	38.8	44.4	14.3	19.0	32.8	23.1	40.7	42.7	*	38.8
Mild	42.5	47.3	33.3	42.9	42.9	46.3	53.8	47.2	35.1	*	22.5
Not Reported	4.2	5.5	0.0	14.3	14.3	2.8	7.7	4.0	3.1	*	20.6
Teacher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	9.8	4.0	4.3	0.0	0.0	7.8	6.7	7.9	12.1	*	13.5
Moderate	37.4	34.5	33.3	50.0	23.5	35.3	30.0	40.5	38.3	*	35.4
Mild	46.9	50.9	62.3	50.0	70.6	54.9	60.0	49.0	45.8	*	27.4
Not Reported	6.0	10.6	0.0	0.0	5.9	2.0	3.3	2.6	3.8	*	23.7
Other and Not Reported	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Severe	15.4	5.0	9.2	2.0	3.9	4.4	22.4	7.4	7.8	21.5	8.6
Moderate	30.1	28.9	22.2	17.6	14.0	36.5	21.1	29.4	24.7	33.0	19.6
Mild	39.2	56.6	53.6	66.7	55.0	49.8	38.2	58.0	48.2	32.4	26.4
Not Reported	15.3	9.4	15.0	13.7	27.1	9.3	18.4	5.2	19.3	13.1	45.4

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE 3: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, DEGREE OF EDUCATIONAL SIGNIFICANCE, AND WHETHER OR NOT STUDENT WAS ON PRESCRIBED MEDICATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree of Educational Significance and Whether Or Not on Prescribed Medication	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Medication Groups	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
Severe	2,339	134	129	48	65	439	114	147	454	576	233
Moderate	5,527	470	437	86	206	994	184	664	1,161	883	442
Mild	7,137	631	512	235	678	1,435	289	783	1,280	867	427
Not Reported	1,439	90	54	24	110	113	42	58	209	352	387
On Prescribed Medication	1,922	186	94	288	89	127	35	77	702	*	324
Severe	378	38	21	46	18	44	8	11	145	*	47
Moderate	685	67	41	71	25	31	13	41	282	*	114
Mild	694	77	29	156	40	49	14	21	219	*	89
Not Reported	165	4	3	15	6	3	0	4	56	*	74
Not On Prescribed Medication	9,072	910	817	74	765	2,116	451	1,282	1,850	*	807
Severe	1,028	75	84	2	36	254	78	111	250	*	140
Moderate	3,146	327	323	9	143	718	131	527	710	*	258
Mild	4,359	445	380	58	514	1,077	220	611	801	*	253
Not Reported	539	63	30	5	72	67	24	33	89	*	156
Medication Status Not Reported	5,448	229	221	31	205	738	143	293	552	2,678	358
Severe	933	21	24	0	11	141	30	25	59	576	46
Moderate	1,696	76	73	6	38	245	40	96	169	883	70
Mild	2,084	109	103	21	124	309	55	151	260	867	85
Not Reported	735	23	21	4	32	43	18	21	64	352	157

*Information on medication status was not collected for "Visual Defects."

TABLE 4: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, DEGREE OF EDUCATIONAL SIGNIFICANCE, AND WHETHER OR NOT STUDENT WAS ON PRESCRIBED MEDICATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree Of Educational Significance and Whether Or Not on Prescribed Medication	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Medication Groups	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Severe	14.2	10.1	11.4	12.2	6.1	14.7	18.1	8.9	14.6	21.5	15.6
Moderate	33.6	35.5	38.6	21.9	19.5	33.3	29.3	40.2	37.4	33.0	29.7
Mild	43.4	47.6	45.2	59.8	64.0	48.1	45.9	47.4	41.2	32.4	28.7
Not Reported	8.8	6.8	4.8	6.1	10.4	3.8	6.7	3.5	6.7	13.1	26.0
On Prescribed Medication	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	19.7	20.4	22.3	16.0	20.2	34.6	22.9	14.3	20.7	*	14.5
Moderate	35.6	36.0	43.6	24.7	28.1	24.4	37.1	53.2	40.2	*	35.2
Mild	36.1	41.4	30.9	54.2	44.9	38.6	40.0	27.3	31.2	*	27.5
Not Reported	8.6	2.2	3.2	5.2	6.7	2.4	0.0	5.2	8.0	*	22.8
Not On Prescribed Medication	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	11.3	8.2	10.3	2.7	4.7	12.0	16.9	8.7	13.5	*	17.3
Moderate	34.7	35.9	39.5	12.2	18.7	33.9	29.0	41.1	38.4	*	32.0
Mild	48.0	48.9	46.5	78.4	67.2	50.9	48.8	47.7	43.3	*	31.4
Not Reported	5.9	6.9	3.7	6.8	9.4	3.2	5.3	2.6	4.8	*	19.3
Medication Status Not Reported	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Severe	17.1	9.2	10.9	0.0	5.4	19.1	21.0	8.5	10.7	21.5	12.8
Moderate	31.1	33.2	33.0	19.4	18.5	33.2	28.0	32.8	30.6	33.0	19.6
Mild	38.3	47.6	46.6	67.7	60.5	41.9	38.5	51.5	47.1	32.4	23.7
Not Reported	13.5	10.0	9.5	12.9	15.6	5.8	12.6	7.2	11.6	13.1	43.9

*Information on medication status was not collected for "Visual Defects."

TABLE 5: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, PROFESSION OF PERSON WHO MADE THE EVALUATION, AND WHETHER OR NOT STUDENT WAS ON PRESCRIBED MEDICATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Profession of Person Who Made Evaluation and Whether Or Not on Prescribed Medication	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
On Prescribed Medication	1,922	186	94	288	89	127	35	77	702	*	324
Not on Prescribed Medication	9,072	910	817	74	765	2,116	451	1,282	1,850	*	807
Medication Status Not Reported	5,448	229	221	31	205	738	143	293	552	2,678	358
Doctor of Medicine	5,183	703	883	329	892	271	497	346	536	*	726
On Prescribed Medication	1,189	150	78	248	76	14	30	24	318	*	251
Not on Prescribed Medication	3,258	473	664	60	660	204	367	284	187	*	359
Medication Status Not Reported	736	80	141	21	156	53	100	38	31	*	116
Psychologist	4,025	237	27	7	21	1,956	26	568	974	*	209
On Prescribed Medication	320	12	0	3	1	82	1	24	190	*	7
Not on Prescribed Medication	2,857	170	19	3	17	1,437	19	433	620	*	139
Medication Status Not Reported	848	55	8	1	3	437	6	111	164	*	63
Teacher	2,554	226	69	6	17	346	30	469	1,117	*	274
On Prescribed Medication	170	14	4	4	1	18	1	19	98	*	11
Not on Prescribed Medication	1,856	168	50	2	10	266	23	374	797	*	166
Medication Status Not Reported	528	44	15	0	6	62	6	76	222	*	97
Other and Not Reported	4,680	159	153	51	129	408	76	269	477	2,678	280
On Prescribed Medication	243	10	12	33	11	13	3	10	96	*	55
Not on Prescribed Medication	1,101	99	84	9	78	209	42	191	246	*	143
Medication Status Not Reported	3,336	50	57	9	40	186	31	68	135	2,678	82

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE 6: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, PROFESSION OF PERSON WHO MADE THE EVALUATION, AND WHETHER OR NOT STUDENT WAS ON PRESCRIBED MEDICATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Profession of Person Who Made Evaluation and Whether Or Not on Prescribed Medication	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
On Prescribed Medication	11.7	14.0	8.3	73.3	8.4	4.3	5.6	4.7	22.6	*	21.8
Not on Prescribed Medication	55.2	68.7	72.2	16.8	72.2	71.0	71.7	77.6	59.6	*	54.2
Medication Status Not Reported	33.1	17.3	19.5	7.9	19.4	24.8	22.7	17.7	17.8	100.0	24.0
Doctor of Medicine	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
On Prescribed Medication	22.9	21.3	8.8	75.4	8.5	5.2	6.0	6.9	59.3	*	34.6
Not on Prescribed Medication	62.9	67.3	75.2	18.2	74.0	75.3	73.8	82.1	34.9	*	49.4
Medication Status Not Reported	14.2	11.4	16.0	6.4	17.5	19.6	20.1	11.0	5.8	*	16.0
Psychologist	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
On Prescribed Medication	8.0	5.1	0.0	42.9	4.8	4.2	3.8	4.2	19.5	*	3.3
Not on Prescribed Medication	71.0	71.7	70.4	42.9	81.0	73.5	73.1	76.2	63.7	*	66.5
Medication Status Not Reported	21.1	23.2	29.6	14.3	14.3	22.3	23.1	19.5	16.8	*	30.1
Teacher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
On Prescribed Medication	6.7	6.2	5.8	66.7	5.9	5.2	3.3	4.1	8.8	*	4.0
Not on Prescribed Medication	72.7	74.3	72.5	33.3	58.8	76.9	76.7	79.7	71.4	*	60.6
Medication Status Not Reported	20.7	19.5	21.7	0.0	35.3	17.9	20.0	16.2	19.9	*	35.4
Other and Not Reported	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
On Prescribed Medication	5.2	6.3	7.8	64.7	8.5	3.2	3.9	3.7	20.1	*	19.6
Not on Prescribed Medication	23.5	62.3	54.9	17.6	60.5	51.2	55.3	71.0	51.6	*	51.1
Medication Status Not Reported	71.3	31.4	37.3	17.6	31.0	45.6	40.8	25.3	28.3	100.0	29.3

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE 7: NUMBER OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AND SEX: UNITED STATES, 1971-72.

Age and Sex	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three Or More	
Both Sexes-All Ages	42,513	22,811	7,080	2,429	1,391	8,802
Under 3 Years	637	362	84	29	20	142
3-5 Years	4,216	2,393	657	187	146	833
6-9 Years	14,538	7,784	2,417	906	540	2,891
10-13 Years	11,812	5,962	2,068	720	381	2,661
14-17 Years	8,582	4,746	1,417	437	220	1,762
18 Years and Over	2,607	1,515	421	145	81	445
Unknown	121	49	16	5	3	48
Males-All Ages	22,907	11,908	4,079	1,440	806	4,674
Under 3 Years	338	189	48	19	12	70
3-5 Years	2,283	1,291	379	103	82	428
6-9 Years	7,619	3,888	1,408	516	292	1,515
10-13 Years	6,401	3,119	1,194	442	227	1,419
14-17 Years	4,745	2,563	807	272	137	966
18 Years and Over	1,450	828	231	84	55	252
Unknown	71	30	12	4	1	24
Females-All Ages	19,606	10,903	3,001	989	585	4,128
Under 3 Years	299	173	36	10	8	72
3-5 Years	1,933	1,102	278	84	64	405
6-9 Years	6,919	3,896	1,009	390	248	1,376
10-13 Years	5,411	2,843	874	278	154	1,262
14-17 Years	3,837	2,183	610	165	83	796
18 Years and Over	1,157	687	190	61	26	193
Unknown	50	19	4	1	2	24

TABLE 8: PERCENT DISTRIBUTION OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AND SEX: UNITED STATES, 1971-72.

Age and Sex	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three Or More	
Both Sexes-All Ages	100.0	100.0	100.0	100.0	100.0	100.0
Under 3 Years	1.5	1.6	1.2	1.2	1.4	1.6
3-5 Years	9.9	10.5	9.3	7.7	10.5	9.5
6-9 Years	34.2	34.1	34.1	37.3	38.8	32.8
10-13 Years	27.8	26.1	29.2	29.6	27.4	30.5
14-17 Years	20.2	20.8	20.0	18.0	15.8	20.0
18 Years and Over	6.1	6.6	5.9	5.0	5.8	5.1
Unknown	0.3	0.2	0.2	0.2	0.2	0.5
Males-All Ages	100.0	100.0	100.0	100.0	100.0	100.0
Under 3 Years	1.5	1.6	1.2	1.3	1.5	1.5
3-5 Years	10.0	10.8	9.3	7.2	10.2	9.2
6-9 Years	33.3	32.7	34.5	35.8	36.2	32.4
10-13 Years	27.9	26.2	29.3	30.7	28.2	30.4
14-17 Years	20.7	21.5	19.8	18.9	17.0	20.7
18 Years and Over	6.3	7.0	5.7	5.8	6.8	5.4
Unknown	0.3	0.3	0.3	0.3	0.1	0.5
Females-All Ages	100.0	100.0	100.0	100.0	100.0	100.0
Under 3 Years	1.5	1.6	1.2	1.0	1.4	1.7
3-5 Years	9.9	10.1	9.3	8.5	10.9	9.8
6-9 Years	35.3	35.7	33.6	39.4	42.4	33.3
10-13 Years	27.6	26.1	29.1	28.1	26.3	30.6
14-17 Years	19.6	20.0	20.3	16.7	14.2	19.3
18 Years and Over	5.9	6.3	6.3	6.2	4.4	4.7
Unknown	0.3	0.2	0.1	0.1	0.3	0.6

TABLE 9: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AND SEX: UNITED STATES, 1971-72.

Age and Sex	Number of Students for Whom Additional Handicapping Information was Reported*	Students Reported As Having No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
Both Sexes—All Ages	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
Under 3 Years	495	362	206	25	19	4	17	27	14	15	26	26	33
3-5 Years	3,383	2,393	1,503	140	95	44	130	179	79	156	299	233	148
6-9 Years	11,647	7,784	5,993	459	318	133	532	749	227	735	1,247	1,102	491
10-13 Years	9,131	5,962	4,740	397	282	104	253	978	151	513	896	707	459
14-17 Years	6,820	4,746	2,995	228	291	77	98	764	112	190	502	455	278
18 Years and Over	2,162	1,515	969	74	124	30	27	280	44	39	125	150	76
Not Reported	73	49	36	2	3	1	2	4	2	4	9	5	4
Males—All Ages	18,233	11,908	9,551	836	657	217	484	1,661	349	1,032	2,063	1,375	877
Under 3 Years	268	189	123	18	12	4	7	17	9	8	19	13	16
3-5 Years	1,855	1,291	842	91	43	22	51	107	46	97	195	107	90
6-9 Years	6,104	3,888	3,391	275	164	77	256	416	116	443	829	544	271
10-13 Years	4,982	3,119	2,806	252	168	53	97	556	83	327	604	384	282
14-17 Years	3,779	2,563	1,784	151	187	40	57	409	65	128	332	247	168
18 Years and Over	1,198	828	575	48	81	20	16	155	29	26	75	77	48
Not Reported	47	30	23	1	2	1	0	1	1	3	9	3	2
Females—All Ages	15,478	10,903	6,891	489	475	176	575	1,320	280	620	1,041	1,303	612
Under 3 Years	227	173	83	7	7	0	10	10	5	7	7	13	17
3-5 Years	1,528	1,102	654	49	52	22	79	72	33	59	104	126	59
6-9 Years	5,543	3,896	2,602	184	154	56	276	333	111	292	418	558	220
10-13 Years	4,149	2,843	1,934	145	114	51	156	422	68	186	292	323	177
14-17 Years	3,041	2,183	1,211	77	104	37	41	355	47	62	170	208	110
18 Years and Over	964	687	394	26	43	10	11	125	15	13	50	73	28
Not Reported	26	19	13	1	1	0	2	3	1	1	0	2	2

*Excludes 8,802 students (4,674 males, 4,128 females) for whom information on additional handicapping conditions was not reported.

TABLE 10: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, PER 1,000 STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AND SEX: UNITED STATES, 1971-72.*

Age and Sex	Students with No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
		Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
Both Sexes—All Ages	676.7	487.7	39.3	33.6	11.7	31.4	88.4	18.7	49.0	92.1	79.4	44.2
Under 3 Years	731.3	416.2	50.5	38.4	8.1	34.3	54.5	28.3	30.3	52.5	52.5	66.7
3-5 Years	707.4	444.3	41.4	28.1	13.0	38.4	52.9	23.4	46.1	88.4	68.9	43.7
6-9 Years	666.3	514.6	39.4	27.3	11.4	45.7	64.3	19.5	63.1	107.1	94.6	42.2
10-13 Years	652.9	519.1	43.5	30.5	11.4	27.7	107.1	16.5	56.2	98.1	77.4	50.3
14-17 Years	695.9	439.1	33.4	42.7	11.3	14.4	112.0	16.4	27.9	73.6	66.7	40.8
18 Years and Over	700.7	448.2	34.2	57.4	13.9	12.5	129.5	20.4	18.0	57.8	69.4	35.2
Males—All Ages	653.1	523.8	45.9	36.0	11.9	26.5	91.1	19.1	56.6	113.1	75.4	48.1
Under 3 Years	705.2	459.0	67.2	44.8	14.9	26.1	63.4	33.6	29.9	70.9	48.5	59.7
3-5 Years	696.0	457.7	49.1	23.2	11.9	27.5	57.7	24.8	52.3	105.1	57.7	48.5
6-9 Years	637.0	555.5	45.1	26.9	12.6	41.9	68.2	19.0	72.6	135.8	89.1	44.4
10-13 Years	626.1	563.2	50.6	33.7	10.6	19.5	111.6	16.7	65.6	121.2	77.1	56.6
14-17 Years	678.2	472.1	40.0	49.5	10.6	15.1	108.2	17.2	33.9	87.9	65.4	44.5
18 Years and Over	691.2	480.0	40.1	67.6	16.7	13.4	129.4	24.2	21.7	62.6	64.3	40.1
Females—All Ages	704.4	445.2	31.5	30.7	11.4	37.1	85.3	18.1	40.1	67.3	84.2	39.5
Under 3 Years	762.1	365.6	30.8	30.8	0.0	44.1	44.1	22.0	30.8	30.8	57.3	74.9
3-5 Years	721.2	428.0	32.1	34.0	14.4	51.7	47.1	21.6	38.6	68.1	82.5	38.0
6-9 Years	702.9	469.4	33.2	27.8	10.1	49.2	60.1	20.0	52.7	75.4	100.7	39.7
10-13 Years	685.2	466.1	34.9	27.5	12.3	37.6	101.7	16.4	44.8	70.4	77.9	42.7
14-17 Years	717.9	398.2	25.3	34.2	12.2	13.5	116.7	15.5	20.4	55.9	68.4	36.2
18 Years and Over	712.7	408.7	27.0	44.6	10.4	11.4	129.7	15.6	13.5	51.9	75.7	29.0

*Rates are based on the number of students for whom information on additional handicapping conditions was reported.

TABLE 11: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO ETHNIC ORIGIN: UNITED STATES, 1971-72.

Ethnic Origin	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three or More	
	Number of Students					
Total	42,513	22,811	7,080	2,429	1,391	8,802
White	27,985	15,667	4,841	1,714	965	4,798
Black	5,075	2,567	1,002	301	187	1,018
Spanish-American	2,351	1,426	423	150	61	291
Other Specified*	558	331	96	38	23	70
Not Available	6,544	2,820	718	226	155	2,625
Ethnic Origin	Percent					
Total	100.0	100.0	100.0	100.0	100.0	100.0
White	65.8	68.7	68.4	70.6	69.4	54.5
Black	11.9	11.3	14.2	12.4	13.4	11.6
Spanish-American	5.5	6.3	6.0	6.2	4.4	3.3
Other Specified*	1.3	1.5	1.4	1.6	1.7	0.8
Not Available	15.4	12.4	10.1	9.3	11.1	29.8

*Includes American Indian, Oriental, mixed parentage, and "Other."

TABLE 12: NUMBER A[illegible]PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO ETHNIC ORIGIN: UNITED STATES, 1971-72.

Ethnic Origin	Total Number Students*	Students With No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
			Number of Conditions										
Total	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
White	23,187	15,667	11,387	958	897	286	693	1,772	456	1,131	2,244	1,861	1,089
Black	4,057	2,567	2,217	162	87	44	155	656	71	177	367	328	170
Spanish-American	2,060	1,426	922	71	40	23	106	137	35	133	155	141	81
Other Specified**	488	331	247	24	16	8	19	34	3	19	43	39	42
Not Available	3,919	2,820	1,669	110	92	32	86	382	64	192	295	309	107
Ethnic Origin	Percent***												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	68.8	68.7	69.3	72.3	79.2	72.8	65.4	59.4	72.5	68.5	72.3	69.5	73.1
Black	12.0	11.3	13.5	12.2	7.7	11.2	14.6	22.0	11.3	10.7	11.8	12.2	11.4
Spanish-American	6.1	6.3	5.6	5.4	3.5	5.9	10.0	4.6	5.6	8.1	5.0	5.3	5.4
Other Specified**	1.4	1.5	1.5	1.8	1.4	2.0	1.8	1.1	0.5	1.2	1.4	1.5	2.8
Not Available	11.6	12.4	10.2	8.3	8.1	8.1	8.1	12.8	10.2	11.6	9.5	11.5	7.2

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

**Includes American Indian, Oriental, mixed parentage, and "Other."

***Percentages are based on the number of students for whom information on additional handicapping conditions was reported.

TABLE 13: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO HEARING THRESHOLD LEVELS: UNITED STATES, 1971-72.

Hearing Threshold Levels in Decibels (ISO)*	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three or More	
	Number of Students					
All Levels	42,513	22,811	7,080	2,429	1,391	8,802
Under 30 dB	1,862	854	302	100	61	545
30-44 dB	1,544	769	269	94	47	365
45-54 dB	1,826	913	334	113	64	402
55-64 dB	2,691	1,333	508	167	99	584
65-74 dB	3,724	1,994	656	220	118	736
75-84 dB	4,545	2,568	757	266	117	837
85 dB and Over	19,110	11,337	3,102	959	463	3,249
Not Available	7,211	3,043	1,152	510	422	2,084
Hearing Threshold Levels in Decibels (ISO)*	Percent					
All Levels	100.0	100.0	100.0	100.0	100.0	100.0
Under 30 dB	4.4	3.7	4.3	4.1	4.4	6.2
30-44 dB	3.6	3.4	3.8	3.9	3.4	4.1
45-54 dB	4.3	4.0	4.7	4.7	4.6	4.6
55-64 dB	6.3	5.8	7.2	6.9	7.1	6.6
65-74 dB	8.8	8.7	9.3	9.1	8.5	8.4
75-84 dB	10.7	11.3	10.7	11.0	8.4	9.5
85 dB and Over	45.0	49.7	43.8	39.5	33.3	36.9
Not Available	17.0	13.3	16.3	21.0	30.3	23.7

*Average hearing threshold in better ear computed at 500, 1000, and 2000 cycles per second.

TABLE 14: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO HEARING THRESHOLD LEVELS: UNITED STATES, 1971-72.

Hearing Threshold Levels in Decibels (ISO)*	Total Number Students**	Students with No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
			Number of Conditions										
All Levels	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
Under 30 dB	1,317	854	623	52	21	16	23	156	20	63	77	112	83
30-44 dB	1,179	769	687	53	25	10	24	161	30	88	117	89	90
45-54 dB	1,424	913	766	61	45	13	23	172	31	84	133	122	82
55-64 dB	2,107	1,333	1,162	113	70	20	51	211	43	136	224	194	100
65-74 dB	2,988	1,994	1,463	124	130	29	82	235	44	176	291	223	129
75-84 dB	3,708	2,568	1,662	135	156	40	120	244	44	171	324	245	183
85 dB and Over	15,861	11,337	6,494	467	453	145	473	1,070	263	673	1,338	1,038	574
Not Available	5,127	3,043	3,585	320	232	120	263	732	154	261	600	655	248
Hearing Threshold Levels In Decibels (ISO)*	Percent***												
All Levels	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 30 dB	3.9	3.7	3.8	3.9	1.9	4.1	2.2	5.2	3.2	3.8	2.5	4.2	5.6
30-44 dB	3.5	3.4	4.2	4.0	2.2	2.5	2.3	5.4	4.8	5.3	3.8	3.3	6.0
45-54 dB	4.2	4.0	4.7	4.6	4.0	3.3	2.2	5.8	4.9	5.1	4.3	4.6	5.5
55-64 dB	6.3	5.8	7.1	8.5	6.2	5.1	4.8	7.1	6.8	8.2	7.2	7.2	6.7
65-74 dB	8.9	8.7	8.9	9.4	11.5	7.4	7.7	7.9	7.0	10.7	9.4	8.3	8.7
75-84 dB	11.0	11.3	10.1	10.2	13.8	10.2	11.3	8.2	7.0	10.4	10.4	9.1	12.3
85 dB and Over	47.0	49.7	39.5	35.2	40.0	36.9	44.7	35.9	41.8	40.7	43.1	38.8	38.5
Not Available	15.2	13.3	21.8	24.2	20.5	30.5	24.8	24.6	24.5	15.8	19.3	24.5	16.7

*Average hearing threshold in better ear computed at 500, 1000, and 2000 cycles per second.

**Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

***Percentages are based on the number of students for whom information on additional handicapping conditions was reported.

TABLE 15: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AT ONSET OF HEARING LOSS: UNITED STATES, 1971-72.

Age at Onset of Hearing Loss	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three or More	
	Number of Students					
All Onsets	42,513	22,811	7,080	2,429	1,391	8,802
At Birth	27,793	14,996	4,811	1,765	1,047	5,174
Under 1 Year	1,918	1,082	362	110	55	309
1 Year, Less Than 2 Years	1,965	1,215	294	78	32	346
2 Years, Less Than 3 Years	1,280	769	154	57	18	282
3 Years, Less Than 6 Years	1,334	806	168	43	23	294
6 Years and Older	652	294	83	23	15	237
Age at Onset Unknown or Not Reported	7,571	3,649	1,208	353	201	2,160
Age at Onset of Hearing Loss	Percent					
All Onsets	100.0	100.0	100.0	100.0	100.0	100.0
At Birth	65.4	65.7	68.0	72.7	75.3	58.8
Under 1 Year	4.5	4.7	5.1	4.5	4.0	3.5
1 Year, Less Than 2 Years	4.6	5.3	4.2	3.2	2.3	3.9
2 Years, Less Than 3 Years	3.0	3.4	2.2	2.3	1.3	3.2
3 Years, Less Than 6 Years	3.1	3.5	2.4	1.8	1.7	3.3
6 Years and Older	1.5	1.3	1.2	0.9	1.1	2.7
Age At Onset Unknown or Not Reported	17.8	16.0	17.1	14.5	14.5	24.5

TABLE 16: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AT ONSET OF HEARING LOSS: UNITED STATES, 1971-72.

Age at Onset of Hearing Loss	Total Number Students*	Students with No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
			Number of Conditions										
All Onsets	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
At Birth	22,619	14,996	11,373	934	944	247	874	1,983	456	800	2,144	2,008	983
Under 1 Year	1,609	1,082	731	78	33	42	18	152	32	69	159	79	69
1 Year, Less Than 2 Years	1,619	1,215	540	35	30	16	24	115	19	51	131	65	54
2 Years, Less Than 3 Years	998	769	316	29	6	11	9	71	9	22	59	53	47
3 Years, Less Than 6 Years	1,040	806	316	24	9	11	15	51	9	33	68	55	42
6 Years and Older	415	294	174	14	9	4	2	42	7	9	26	35	26
Age at Onset Unknown or Not Reported	5,411	3,649	2,992	211	101	62	117	567	96	668	517	383	268
Age at Onset of Hearing Loss	Percent**												
All Onsets	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
At Birth	67.1	65.7	69.2	70.5	83.4	62.8	82.5	66.5	72.5	48.4	69.1	75.0	66.0
Under 1 Year	4.8	4.7	4.4	5.9	2.9	10.7	1.7	5.1	5.1	4.2	5.1	2.9	4.6
1 Year, Less Than 2 Years	4.8	5.3	3.3	2.6	2.7	4.1	2.3	3.9	3.0	3.1	4.2	2.4	3.6
2 Years, Less Than 3 Years	3.0	3.4	1.9	2.2	0.5	2.8	0.8	2.4	1.4	1.3	1.9	2.0	3.2
3 Years, Less Than 6 Years	3.1	3.5	1.9	1.8	0.8	2.8	1.4	1.7	1.3	2.0	2.2	2.1	2.8
6 Years and Older	1.2	1.3	1.1	1.1	0.8	1.0	0.2	1.4	1.1	0.5	0.8	1.3	1.7
Age at Onset Unknown or Not Reported	16.1	16.0	18.2	15.9	8.9	15.8	11.0	19.0	15.6	40.4	16.7	14.3	18.0

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

**Percentages are based on the number of students for whom information on additional handicapping conditions was reported.

TABLE 17: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO TYPE OF EDUCATIONAL PROGRAM: UNITED STATES, 1971-72.

Type of Educational Program	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three or More	
	Number of Students					
Total	42,513	22,811	7,080	2,429	1,391	8,802
Residential Schools	17,889	10,868	2,681	781	307	3,252
Day Schools and Classes	16,668	8,321	2,876	1,061	570	3,840
Other Full-Time Students*	3,952	1,288	845	430	444	945
Part-Time Students	4,004	2,334	678	157	70	765
Type of Educational Program	Percent					
Total	100.0	100.0	100.0	100.0	100.0	100.0
Residential Schools	42.1	47.6	37.9	32.2	22.1	36.9
Day Schools and Classes	39.2	36.5	40.6	43.7	41.0	43.6
Other Full-Time Students*	9.3	5.6	11.9	17.7	31.9	10.7
Part-Time Students	9.4	10.2	9.6	6.5	5.0	8.7

*Includes students enrolled in programs for the multiply handicapped and for the mentally retarded.

TABLE 18: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO TYPE OF EDUCATIONAL PROGRAM: UNITED STATES, 1971-72.

Type of Educational Program	Total Number Students*	Students with No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
			Number of Conditions										
Total	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
Residential Schools	14,637	10,868	5,214	354	424	143	356	872	191	457	1,021	774	622
Day Schools and Classes	12,828	8,321	6,818	558	431	153	487	919	259	901	1,485	1,092	533
Other Full-Time Students**	3,007	1,288	3,193	336	219	78	162	997	137	157	336	581	190
Part-Time Students	3,239	2,334	1,217	77	58	19	54	193	42	137	262	231	144
Type of Educational Program	Percent***												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Residential Schools	43.4	47.6	31.7	26.7	37.5	36.4	33.6	29.3	30.4	27.7	32.9	28.9	41.8
Day Schools and Classes	38.1	36.5	41.5	42.1	38.1	38.9	46.0	30.8	41.2	54.5	47.8	40.8	35.8
Other Full-Time Students**	8.9	5.6	19.4	25.4	19.3	19.8	15.3	33.4	21.8	9.5	10.8	21.7	12.8
Part-Time Students	9.6	10.2	7.4	5.8	5.1	4.8	5.1	6.5	6.7	8.3	8.4	8.6	9.7

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

**Includes students enrolled in programs for the multiply handicapped and for the mentally retarded.

***Percentages are based on the number of students for whom information on additional handicapping conditions was reported.

APPENDICES

Appendix I: The Annual Survey of Hearing Impaired Children and Youth

Appendix II: Basic Data Form Used in the Annual Survey for the 1971-72 School Year

Appendix III: Preschool Data Form Used in the Annual Survey for the 1971-72 School Year

Appendix IV: 1971-72 Participants in the Annual Survey of Hearing Impaired Children and Youth

APPENDIX I

The Annual Survey of Hearing Impaired Children and Youth

BACKGROUND AND PURPOSE

The Annual Survey of Hearing Impaired Children and Youth began its activities in May, 1968. The program is established as a permanent research organization to collect, process, and disseminate data on hearing impaired individuals through college age in the United States. The need for such information has been of prime concern to educators, audiologists, legislators, psychologists and others.

The Division of Research, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare initiated the Annual Survey, and the National Institute of Education now provides the major share of its funding. Two preceding years of pilot and developmental work in a five state area determined the operational feasibility of the program. The Annual Survey is conducted by the Office of Demographic Studies of Gallaudet College.

The long range goal of the Annual Survey is to collect data on the entire hearing impaired population through college age in the United States. For operational reasons the hearing impaired population has been divided into three groups:

GROUP A: Hearing impaired individuals who are receiving special educational services related to their hearing loss

GROUP B: Individuals who have been diagnosed as being hearing impaired but who are not receiving any special educational services

GROUP C: Individuals in the general population who, in fact, are hearing impaired but their hearing loss has not been diagnosed at a given point in time.

To this point in its work, the Annual Survey has devoted its resources almost totally to collecting and disseminating information on Group A.

The primary interest of this national program is in those kinds of data that can serve to improve and expand the educational opportunities available to hearing impaired individuals. The program encourages the use of its data by administrators, researchers, and other professionals providing services to the hearing impaired, as well as by any individual or group devoted to improving the results of special education for hearing impaired people.

POLICIES

In its attempt to provide useful information to those interested in hearing impaired children and youth, the Annual Survey has the benefit of the guidance and advice of its National Advisory Committee. Among its members are hearing and deaf individuals, administrators, researchers, teachers, and specialists from other areas within the field of hearing impairment. Every attempt is made to maintain a wide diversity of interests and competencies, as well as geographic representation, among its members. On questions of a technical nature, consultants from specialized fields are utilized as particular needs arise.

While permanent and national in scope, the Annual Survey does not aim at replacing or absorbing the work of other programs at the state or local level which are devoted to the collection and dissemination of information on hearing impaired children and youth. Rather, it seeks to facilitate their work through cooperation whenever this is feasible. Nor does the Annual Survey view itself as the center for all types of research in this field. It focuses its activities on collecting and disseminating limited

kinds of information on selected topics. It seeks to make available to outside researchers the vast amount of data it possesses and any special services it is feasible to render to them.

One restriction which is observed by the Survey is that no data will be released which permits the identification of an individual student or cooperating program. Exception to this occurs only where a written release is obtained from the program supplying the data. Otherwise, independent researchers using the data of the Annual Survey have access only to summary statistics or coded information.

Since the Annual Survey attempts to promote the use of its data by those whose judgments and decisions will have a direct or indirect bearing on the education of hearing impaired individuals, it recognizes a responsibility to devote a part of its resources to the evaluation of the quality of the data collected and disseminated. This is particularly important because it seeks to establish national norms on the basic characteristics of hearing impaired children and youth. Thus, in its dissemination of information, the Annual Survey makes every effort to properly qualify its data and indicate any limitation associated with it.

The Annual Survey seeks to avoid associating itself with any established position relating to controversial issues within the field of educating hearing impaired individuals. Thus, it does not interpret its own data. Rather, it seeks to facilitate the use of its data by reputable individuals or organizations that may themselves wish to draw policy implications or test research hypotheses that are related to these issues.

DATA COLLECTION

During the first year of the Survey, the 1968-69 school year, data collection activities were directed towards all schools for the deaf and a representative sample (15 percent) of all special classes. In addition, records on students who were receiving itinerant services were obtained in total from two states and in part from several states. In all 25,363 individual records were collected.

Each year the Survey has steadily increased its coverage of the population. Over 550 reporting sources with approximately 41,000 students enrolled in their programs cooperated with the Annual Survey for the 1970-71 school year. During the 1971-72 school year, data on approximately 42,000 hearing impaired students from about 640 reporting sources were obtained. For the 1972-73 school year, information was collected on approximately 44,000 students from slightly over 700 reporting sources.

PROGRAM SERVICES AND PUBLICATION OF THE DATA

The program is accumulating a large volume of statistical data. The processing and dissemination of these data hold wide implications and potential benefits for educational, audiological, medical, psychological, legislative and other services to the hearing impaired. Towards the goal of fully utilizing the data, the program will make data available to independent investigators for research purposes, including masters' theses, doctoral dissertations, institutional level research programs, private studies, etc. Competent researchers are encouraged to propose detailed analyses of the data to further increase its usefulness.

The Annual Survey has conducted two National Academic Achievement Testing Programs, the first in the spring of 1969 and the second in the spring of 1971. The Annual Survey supplied testing materials and scoring services free of charge to participating programs. Data collected from these special studies have been published and continue to be analyzed. A reliability study also was conducted in conjunction with the most recent Achievement Testing Program and this evaluation study will help to determine the reliability of an achievement test designed for hearing students when used by hearing impaired students.

The Survey office also provides each participating school or program with tabulations of the characteristics of its own students. The participating programs may obtain a set of punch cards containing the information submitted on each of their students. Further, the Annual Survey office is available to provide consultation services to particular schools or school systems that are concerned with gathering and processing data on their students.

Participation in the Survey has led many of the programs to examine their current forms and record-keeping procedures. This led to requests that the Survey develop a uniform record form to keep student information for use in schools and classes throughout the country. Such a form was developed and used on a trial basis by a few schools during the 1970-71 school year. On the basis of this experience, the form was revised and distributed for use during the 1971-72 school year. Indications are that approximately half of the educational programs for the hearing impaired in the United States were using the form during the 1971-72 school year.

The Annual Survey also has conducted a survey of the fifty states. The state departments of either Education or Health were contacted for information

on their particular state. Among the types of information sought were: (1) description of services available to hearing impaired children and youth, (2) types of screening programs now in existence, (3) the referral system for those found to have a hearing loss, (4) the number of students receiving special services, and (5) the type of legislation relating to hearing impaired students.

The Annual Survey reports much of the data in a series of publications. A listing of the publications to date appears on the inside back cover of this report.

FUTURE PLANS

During the early stages of the program, the Annual Survey devoted most of its resources to gathering basic demographic information on hearing impaired students, and to extending its coverage of these students to its current level. It is now in the process of formulating future plans, with the intention of beginning to collect information on selected topics of special interest to those in the field.

It is anticipated that the Survey will begin to collect data on the institutions themselves and the auxiliary services available to the students at the schools. Sample studies are planned in which the families of the hearing impaired students will supply information to the Survey.

Meanwhile, the Annual Survey will continue its efforts to produce an achievement test appropriate for hearing impaired students. Also being considered is the feasibility of developing measures of student performance in other areas beside academic achievement.

The initial success of the Annual Survey can be measured only in terms of the levels of participation and interest expressed by many individuals. The ultimate success will be measured not in terms of volume of data that will be collected and published, but in terms of its contributions to improving educational and other opportunities for hearing impaired children and youth.

APPENDIX II

OFFICE OF DEMOGRAPHIC STUDIES
Gallaudet College, Washington, D.C.

BASIC DATA FORM FOR STUDENTS AGE SIX AND OVER

ASHICY 2 (72)

(This form is to be used for children who were born in 1965 or earlier.)

ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH — 1971-72 School Year

CONFIDENTIAL: All information which would permit identification of any individual or institution will be held strictly confidential and will be used only by persons engaged in the survey for preparing statistical summaries. The data will not be disclosed to others for any other purpose.

Name of Reporting Source:

I. IDENTIFYING INFORMATION

A. 1. Name of Student or Code Number _____ (Last) _____ (First) _____ (Middle) Date of Birth _____ (Mo., Day, Yr.) Sex ☐ M ☐ F

2. Residence _____ (City) _____ (County) _____ (State)

B. 1. Present School or Agency _____ (Name)

2. Location _____ (Number and Street) _____ (City) _____ (County) _____ (State & ZIP Code)

II. ETHNIC BACKGROUND

☐ White ☐ Spanish-American ☐ Oriental ☐ Unknown ☐ Cannot Report
☐ Negro or Black ☐ American Indian ☐ Other (specify) _____

III. EDUCATIONAL PROGRAM

A. 1. For students enrolled full-time in a special class or school, check below:
☐ School for the Hearing Impaired (Deaf) ☐ Classes for Hearing Impaired (Deaf)
☐ School for Multiply Handicapped ☐ Classes for Multiply Handicapped

2. For students who do not attend a special school or class on a full-time basis, enter type of program below:
Regular Classes _____ hours per week; plus itinerant services _____ hours per week.
Regular Classes _____ hours per week; plus other special educational services _____ hours per week.
Other (specify type and hours per week) _____

B. Type of student: ☐ Residential ☐ Day

IV. HEARING LOSS

A. AUDIOLOGICAL FINDINGS

1. Air Conduction Test (If Air Conduction Results Are Not Available, Go to IV. A. 2.)
a. Standard Used: ☐ ISO ☐ ASA b. Date Tested: _____
Note: If Sound Field Examination, Check Here: ☐

	RIGHT EAR								LEFT EAR							
Frequency	125	250	500	1000	2000	4000	6000	8000	125	250	500	1000	2000	4000	6000	8000
Hearing Level																

If results are not reported at 500, 1000, and 2000 Hz for both ears, complete IV. A. 2.

2. Check the box beside the statement which best describes the student's hearing loss.
☐ Normal Limits (Less than 27 dB ISO) ☐ Mild (27-40 dB ISO) ☐ Moderate (41-55 dB ISO) ☐ Moderately Severe (56-70 dB ISO) ☐ Severe (71-90 dB ISO) ☐ Profound (91 dB plus ISO)

B. AGE AT ONSET OF HEARING LOSS

1. ☐ At Birth _____ Years of Age ☐ Not Sure (Complete B. 2.)
2. Not sure of exact age at onset, but the best estimate is the loss probably occurred before the age of _____.

C. CAUSE OF HEARING LOSS

1. If onset at birth, what was the probable cause? (Check all that apply.)
☐ Maternal Rubella ☐ Other Complications of Pregnancy ☐ Prematurity ☐ Rh Incompatibility
☐ Trauma at Birth ☐ Heredity ☐ Other (specify) _____
☐ Cause Cannot Be Determined ☐ Data Not Available in Child's Record

2. If onset after birth, what was the probable cause? (Check all that apply.)
☐ Meningitis ☐ Mumps ☐ Measles ☐ Otitis Media ☐ Trauma
☐ High Fever ☐ Infections ☐ Other (specify) _____
☐ Cause Cannot Be Determined ☐ Data Not Available in Child's Record

V. ADDITIONAL HANDICAPPING CONDITIONS

A. VISION

1. Does student have a visual problem even when wearing glasses? ☐ No ☐ Yes (Complete 2.)
2. How educationally significant is the visual problem?
   ☐ Mild ☐ Moderate ☐ Severe ☐ Not at all
3. Has the student had a visual examination? ☐ No ☐ Yes (If Yes, complete 3a.-3e.)
   a. Uncorrected Visual Acuity: Right Eye Distance Vision: 20/_____ Near Vision: 20/_____
      Left Eye Distance Vision: 20/_____ Near Vision: 20/_____ ☐ Data Not Available
   b. Corrected Visual Acuity: Right Eye Distance Vision: 20/_____ Near Vision: 20/_____
      Left Eye Distance Vision: 20/_____ Near Vision: 20/_____ ☐ Data Not Available
   c. Color Perception: ☐ Normal ☐ Defective (describe) _____ ☐ Data Not Available
   d. Night Vision: ☐ Normal ☐ Defective (describe) _____ ☐ Data Not Available
   e. Date of Examination: _____

B. 1. Check all additional educationally significant handicaps by indicating degree of significance and who made the evaluation. If the student has no additional educationally significant handicap, check here. ☐

	Degree of Significance			Person Who Made Evaluation			
	Mild	Moderate	Severe	M.D.	Teacher	Psychologist	Other
Brain Damage	☐	☐	☐	☐	☐	☐	☐
Cerebral Palsy	☐	☐	☐	☐	☐	☐	☐
Epilepsy	☐	☐	☐	☐	☐	☐	☐
Heart Disorder	☐	☐	☐	☐	☐	☐	☐
Mental Retardation	☐	☐	☐	☐	☐	☐	☐
Orthopedic	☐	☐	☐	☐	☐	☐	☐
Perceptual-Motor Disorder	☐	☐	☐	☐	☐	☐	☐
Emotional or Behavioral Problems	☐	☐	☐	☐	☐	☐	☐
Other (specify)	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐

2. Is the child on prescribed medication for any of the above handicapping conditions?
   ☐ No ☐ Yes (If Yes, underline the condition(s).)

APPENDIX III

OFFICE OF DEMOGRAPHIC STUDIES
Gallaudet College, Washington, D.C.

BASIC DATA FORM FOR CHILDREN UNDER SIX

ASHICY 4 (73)

(This form is to be used for children who were born in 1966 or later.)

ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH – 1971-72 School Year

CONFIDENTIAL: All information which would permit identification of any individual or institution will be held strictly confidential and will be used only by persons engaged in the survey for preparing statistical summaries. The data will not be disclosed to others for any other purpose.

Name of Reporting Source:

I. IDENTIFYING INFORMATION

A. 1. Name of Student or Code Number ..... (Last) (First) (Middle) Date of Birth ..... (Mo., Day, Yr.) Sex ☐ M ☐ F

2. Residence ..... (City) (County) (State)

B. 1. Present School or Agency ..... (Name)

2. Location ..... (Number and Street) (City) (County) (State & ZIP Code)

II. ETHNIC BACKGROUND

☐ White ☐ Spanish-American ☐ Oriental ☐ Unknown ☐ Cannot Report
☐ Negro or Black ☐ American Indian ☐ Other (specify) .....

III. EDUCATIONAL PROGRAM

A. Type of Pre-School (Mark all that apply.)
School or Classes for Hearing Impaired (Deaf): _____ Hours per Week.
School or Classes for Multiply Handicapped: _____ Hours per Week.
Speech and Hearing Clinic: _____ Hours per Week.
Parent-Child Program: _____ Hours per Week.
School or Classes for Hearing: _____ Hours per Week.
Other (specify) ..... _____ Hours per Week.

B. Type of Student:
☐ Residential ☐ Day
☐ Residential ☐ Day

C. Is Child Seen: ☐ Individually ☐ Group or ☐ Both

D. Parent Training:
1. Parents have completed or are enrolled in a special parent program: ☐ Yes ☐ No
2. Parents have completed or are participating in a correspondence course: ☐ Yes ☐ No

E. At what age did the child first receive special educational training related to the hearing loss:
_____ Years _____ Months ☐ Data Not Available

IV. HEARING LOSS

A. AUDIOLOGICAL FINDINGS

1. Air Conduction Test (If Air Conduction Results Are Not Available, Go to IV. A. 2.)
a. Standard Used: ☐ ISO ☐ ASA b. Date Tested: .....
Note: If Sound Field Examination, Check Here: ☐

	RIGHT EAR								LEFT EAR							
Frequency	125	250	500	1000	2000	4000	6000	8000	125	250	500	1000	2000	4000	6000	8000
Hearing Level																

If results are not reported at 500, 1000, and 2000 Hz for both ears, complete IV. A. 2.

2. Check the box beside the statement which best describes the student's hearing loss.
☐ Normal Limits (Less than 27 dB ISO) ☐ Mild (27-40 dB ISO) ☐ Moderate (41-55 dB ISO) ☐ Moderately Severe (56-70 dB ISO) ☐ Severe (71-90 dB ISO) ☐ Profound (91 dB plus ISO)

B. AGE AT ONSET OF HEARING LOSS

1. ☐ At Birth _____ Years of Age ☐ Not Sure (Complete B. 2.)
2. Not sure of exact age at onset, but the best estimate is the loss probably occurred before the age of _____.

C. CAUSE OF HEARING LOSS

1. If onset at birth, what was the probable cause? (Check all that apply.)
☐ Maternal Rubella ☐ Other Complications of Pregnancy ☐ Prematurity ☐ Rh Incompatibility
☐ Trauma at Birth ☐ Heredity ☐ Other (specify) .....
☐ Cause Cannot Be Determined ☐ Data Not Available in Child's Record

2. If onset after birth, what was the probable cause? (Check all that apply.)
☐ Meningitis ☐ Mumps ☐ Measles ☐ Otitis Media ☐ Trauma
☐ High Fever ☐ Infections ☐ Other (specify) .....
☐ Cause Cannot Be Determined ☐ Data Not Available in Child's Record

V. ADDITIONAL HANDICAPPING CONDITIONS

A. VISION

1. Does student have a visual problem even when wearing glasses? ☐ No ☐ Yes (Complete 2.)
2. How educationally significant is the visual problem?
   ☐ Mild ☐ Moderate ☐ Severe ☐ Not at all
3. Has the student had a visual examination? ☐ No ☐ Yes (If Yes, complete 3a.-3e.)
   a. Uncorrected Visual Acuity: Right Eye Distance Vision: 20/_____ Near Vision: 20/_____ ☐ Data Not Available
      Left Eye Distance Vision: 20/_____ Near Vision: 20/_____
   b. Corrected Visual Acuity: Right Eye Distance Vision: 20/_____ Near Vision: 20/_____ ☐ Data Not Available
      Left Eye Distance Vision: 20/_____ Near Vision: 20/_____
   c. Color Perception: ☐ Normal ☐ Defective (describe) _____ ☐ Data Not Available
   d. Night Vision: ☐ Normal ☐ Defective (describe) _____ ☐ Data Not Available
   e. Date of Examination: _____

B. 1. Check all additional educationally significant handicaps by indicating degree of significance and who made the evaluation. If the student has no additional educationally significant handicap, check here. ☐

	Degree of Significance			Person Who Made Evaluation			
	Mild	Moderate	Severe	M.D.	Teacher	Psychologist	Other
Brain Damage	☐	☐	☐	☐	☐	☐	☐
Cerebral Palsy	☐	☐	☐	☐	☐	☐	☐
Epilepsy	☐	☐	☐	☐	☐	☐	☐
Heart Disorder	☐	☐	☐	☐	☐	☐	☐
Mental Retardation	☐	☐	☐	☐	☐	☐	☐
Orthopedic	☐	☐	☐	☐	☐	☐	☐
Perceptual-Motor Disorder	☐	☐	☐	☐	☐	☐	☐
Emotional or Behavioral Problems	☐	☐	☐	☐	☐	☐	☐
Other (specify)	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐

2. Is the child on prescribed medication for any of the above handicapping conditions?
   ☐ No ☐ Yes (If Yes, underline the condition(s).)

APPENDIX IV

1971-72 Participants in the Annual Survey of Hearing Impaired Children and Youth

ALABAMA
- Alabama Institute for the Deaf & the Blind
- Birmingham Public Schools
- Blossomwood Elementary School
- Children's Center of Montgomery, Inc.
- Etowah County Learning Center for the Hard of Hearing
- Holt Elementary School
- Huntsville Rehabilitation Center
- Lewis-Slossfield Speech and Hearing Center
- Mobile Preschool for the Deaf, Inc.
- Montevallo City Schools
- Northwest Alabama Rehabilitation Center
- Shrine School
- Tuscaloosa County Preschool Deaf Class

ALASKA
- Alaska — Public Day Class (Anchorage Borough School District)
- Alaska Treatment Center for Crippled Children and Adults, Inc.
- Fairbanks North Star Borough School District

ARIZONA
- Arizona School for the Deaf & Blind
- Samuel Gompers Rehabilitation Center
- Mesa Public Schools
- Phoenix Day School for the Deaf
- Phoenix Elementary Oral Day School (Phoenix Elementary School District #1)
- Phoenix Union High School District
- Washington Elementary

ARKANSAS
- Arkansas Children's Colony
- Arkansas Children's Hearing & Speech Center
- Arkansas School for the Blind
- Arkansas School for the Deaf
- Jenkins Memorial Children's Center

CALIFORNIA
- Alameda County Hearing Impaired Program
- Alhambra Unified School District
- Alum Rock Union Elementary School District
- Bellflower Unified School District
- Butte County Special Education District
- California School for the Deaf, Riverside
- Cedarcreek School for the Deaf
- Centralia School District
- Ceres Unified School District
- Chula Vista City School District
- Covina Valley Unified School District
- Cutler-Orosi Unified School District
- East San Gabriel Valley School for Multi-Handicapped Children
- Escondido Union School District
- Eureka City Schools
- Fairview State Hospital
- Fremont Unified School District (Blacow)
- Fresno City Unified School District
- Garden Grove Unified School District
- Goleta Union School District
- Hanford Elementary School District
- Harbour Educational Unit
- Hayward Unified School District
- Itinerant Program for Hearing Impaired (Santa Cruz)
- Kern County Schools
- La Mesa-Spring Valley School District
- Lancaster Special Education Unit
- Little Lake City School District
- Lompoc Unified School District
- Long Beach Unified School District
- James Madison School
- Marin County Schools
- Montebello Unified School District
- Monterey County Schools
- Mt. Diablo Unified School District
- Napa Valley Unified School District
- Norwalk-La Mirada Unified School District
- Oakland Public Schools
- Oralingua School
- Orange Unified School District
- Orcutt Union School District
- Pasadena School District
- Placer County Special Schools
- Pomona Unified School District
- Riverside Unified School District

Sacramento City Unified School District
San Bernardino County Schools
San Francisco Speech & Hearing Center
San Jose City Unified School District
San Juan Unified School District
San Mateo County Programs for the Deaf
San Mateo Union High School District
Santa Clara Unified School District
Santa Monica Unified School District
Santa Rosa City School District
Selaco-Downey
Simi Valley Unified School District
Solano County Aurally Handicapped Classes
Sonoma State Hospital
Southwest School for the Deaf
Stockton Unified School District
Sunnyvale Elementary School District
Sutter County Schools
Tehama County Department of Education
Union School District
Vallejo City Unified School District

COLORADO

Aurora Public Schools
Boulder Valley Public Schools
Colorado Hearing and Speech Center
Colorado School for the Deaf and Blind
Colorado Springs Public Schools District #11
Department of Audiology and Speech Pathology (The Children's Hospital)
John Evans School
Jefferson Unified School District
Meadow Elementary School
Mesa County Valley School District #51
Porter Memorial Hospital
Poudre R-1 School District
University of Northern Colorado

CONNECTICUT

American School for the Deaf
Capitol Region Education Council-Hearing Impaired Class
The Connecticut Institute for the Blind-Oak Hill School
Easter Seal Goodwill Industries Rehabilitation Center
Green Acres School
Hamden-New Haven Cooperative Education Center
Hartford Board of Education
Hazardville Memorial School
Holmes School
Magrath School
Mystic Oral School
Roosevelt School
Stamford Public Schools
Watertown Public Schools
Woodward School

DELAWARE

Margaret Sterck School for Hearing Impaired
Wilmington Public Schools

DISTRICT OF COLUMBIA

Grant School
Kendall School for the Deaf
Model Secondary School for the Deaf
Public Schools of the District of Columbia, Speech & Hearing Center
Washington Hearing Society

FLORIDA

Brevard County Schools
Broward County Schools
Dade County Classes for the Deaf
Department of Special Education (Lee County)
Escambia County Schools
Exceptional Child Education (Palm Beach County Schools)
Florida School for the Deaf and Blind
Hillsborough County Schools
Holly Hill Elementary
Leon County Program for Hearing Impaired Children
Hard of Hearing Department (Rock Lake Elementary, Orlando)
Pinellas County Schools
Polk County Public Schools
Shaw Kindergarten Center
Speech and Hearing Center, Inc. (Jacksonville)
Tampa Oral School for the Deaf, Inc.

GEORGIA

Atlanta Public Schools
Atlanta Speech School
Central Georgia Speech & Hearing Center
Clarke County Schools
Clayton County Schools
Cobb County Board of Education
The Davison School, Inc.
DeKalb County Program for Exceptional Children (Robert Shaw Center)
Dooly County Shared Services Center
Douglas County Schools
Easter Seal Speech and Hearing Center
Lawton B. Evans School
Franklin County Schools
Fulton County Schools
Georgia Academy for the Blind
Georgia Center for Multi-Handicapped
Georgia School for the Deaf
Gracewood State School and Hospital
Houston Speech School
Listening Eyes School for the Deaf
Moultrie Speech & Hearing Center
Savannah Speech & Hearing Center
S.W. Georgia Easter Seal Rehabilitation Center

S.W. Georgia Exceptional Children Program
Valdosta Public Schools

HAWAII

Hawaii School for the Deaf and Blind
Pearl Harbor Kai Elementary
Sultan Easter Seal School

IDAHO

Idaho School for the Deaf
Idaho State University, Speech & Hearing Center

ILLINOIS

Banneker School
Bell School
Black Hawk Hearing Handicapped Program
Champaign Community Schools
Chicago Vocational High School
Day Classes for the Deaf, Metcalf Elementary, Illinois State University
Dixon State School
Drew School
Elim Christian School for the Exceptional Child
Ericson
Holy Trinity High School
Illinois School for the Deaf
Jamieson
Lake View High School
Macon County Special Education District
Marquette
Mid-Central Regional Program for Hearing Impaired
Donald L. Morrill School
North-Northwest Programs for Hearing Impaired Children
Northwest Illinois Association
O. H. Perry Elementary
Quincy Day Classes for Hearing Impaired
Ray
Michael Reese Hospital-Siegel Institute
Reinberg
St. Joseph's Hospital
Scammon
Shield School
South Metropolitan Association for Low Incidence Handicapped
Southwest Regional Program for Hearing Impaired
Special Education District of Lake County
Springfield Public Schools
James Ward Elementary
West Suburban Association for Hearing Handicapped
Williamson County Special Education District

INDIANA

Ball State University Classes for Hearing Impaired
East Chicago Day Class for the Deaf
Fort Wayne Community Schools
Glenwood Elementary (Classes)
Hearing & Speech Center of St. Joseph Co., Inc.
Indiana School for the Deaf
Marion Community Schools
Morrison-Mock School (Muncie Community Schools)
New Albany-Floyd County Public Schools
Rehabilitation Center, Evansville
South Bend Community School Corporation
Trade Winds Rehabilitation Center, Inc.

IOWA

Black Hawk School
Hope Haven
Iowa School for the Deaf
Muscatine-Scott County School System
Sioux City Community School District
Siouxland Rehabilitation Center
Smouse Opportunity School
United Cerebral Palsy Center Preschool
Wapello County School System (Ottuma Community School District)
Wilson School, Oral Deaf Department

KANSAS

Hays Unified School District
Hearing Impaired Program — U.S.D. #443
Hutchinson Public Schools
Institute of Logopedics
Lawrence-Grant Unified School District #497
Sunset Elementary, U.S.D. #305
Topeka Public Schools
Mark Twain Elementary
Unified School District #431
University of Kansas Medical Center
Wichita Public Schools

KENTUCKY

Fayette County Public Schools
Geiger Speech & Hearing Center
Kentucky School for the Deaf
Lexington Deaf Oral School
Louisville Deaf Oral School
Louisville Public Schools
West Kentucky Easter Seal Center for Crippled Children & Adults

LOUISIANA

Acadia Parish School Board
The Cottage School
Jefferson Parish School Board
Lafayette Parish School Board
Louisiana State School for the Deaf
Monroe City Schools
Speech & Hearing Center of Southwest Louisiana, Inc.
State School for the Deaf — Southern Branch
Sunset Acres Elementary

MAINE
- Bangor Regional Speech & Hearing Center
- Governor Baxter State School for the Deaf
- Northeast Hearing & Speech Center
- Pineland Hospital & Training Center
- University of Maine Speech & Hearing Clinic

MARYLAND
- Anne Arundel County School
- William S. Baer School, #301 (Garrison Jr. High P.S. #42)
- Board of Education of Baltimore County
- Board of Education of Harford County
- Glen Dale Hospital
- Maryland School for the Deaf
- Montgomery County Public Schools
- Prince George's County Public Schools
- Special Education Center-Washington County

MASSACHUSETTS
- Mary Altavesta School
- Beverly School for the Deaf
- Boston College Campus School
- Boston School for the Deaf
- Clarke School for the Deaf
- Concord Public Schools
- Paul A. Dever State School
- Duxbury Primary School
- Fall River Day Classes
- Sarah Fuller Foundation (includes Children's Hospital Medical Center)
- Learning Center for Deaf Children
- Leominster Day Classes for Hearing Impaired
- Lowell Preschool Class for the Deaf
- New Bedford Class for the Deaf (Horatio A. Kempton School)
- Perkins School for the Blind
- Reading Day Class for the Deaf (Killam School)
- Springfield Day Classes for the Deaf
- Thayer Lindsley Nursery
- Upsala Street School
- Waltham Public School
- Wellfleet Day Class for the Deaf
- Worcester County Hearing and Speech Center

MICHIGAN
- Allen Park Public Schools
- Branch County Intermediate School District
- Brighton Area Schools
- Constantine Day School for the Deaf & Hard of Hearing
- Detroit Day School for the Deaf
- Durant-Tuuri-Mott School
- Garden City Public Schools
- Holland Area Special Education
- Ida Public Schools
- Jackson Public Schools
- Ann J. Kellogg
- Lakeview Public Schools
- Lansing School District
- Lapeer State Home & Training School (Woodside School)
- Lutheran School for the Deaf
- Michigan School for the Blind
- Michigan School for the Deaf
- Muskegon Public Schools
- Negaunee Public Schools
- Oakland Schools
- Redford Union Schools
- Shawnee Park Schools
- Speech & Hearing Clinic, Wayne State University
- Tecumseh Public Schools
- Traverse City Public Schools
- Tri-County Center, Inc.
- Utica Community School
- Warren Consolidated Schools
- Wayne-Westland Community School System
- Wyoming Physically Handicapped Preschool

MINNESOTA
- Austin Public Schools
- Duluth Public Schools
- Lutheran High School
- Minneapolis Public Schools
- Minnesota School for the Deaf
- Rochester Public Schools
- St. Paul Program for Hearing Impaired

MISSISSIPPI
- Jackson Public Schools
- Mississippi School for the Deaf
- Tupelo Regional Rehabilitation Center

MISSOURI
- Central Institute for the Deaf
- Children's Mercy Hospital, Hearing & Speech Center
- Columbia Public Schools
- Delaware School
- Gallaudet School for the Deaf
- Greater Kansas City Hearing & Speech Center
- Missouri School for the Deaf
- Neosho Public Schools
- Nevada R-5 School District
- North Kansas City School District
- St. Louis County Special District
- School District of St. Joseph
- Springfield Speech & Hearing Center
- Woodhaven Learning Center

MONTANA
- Montana Center for Handicapped Children
- Montana School for the Deaf and Blind
- University of Montana Speech and Hearing Clinic

NEBRASKA
- Nebraska School for the Deaf
- Omaha Hearing School for Children
- Omaha Public Schools
- Prescott Elementary School
- University of Nebraska, Speech & Hearing Clinic

NEVADA
- Ruby Thomas Elementary School
- Washoe County Schools

NEW HAMPSHIRE
- Amoskeag Center for Educational Services
- Concord Union School District
- Crotched Mountain School for the Deaf
- Portsmouth Rehabilitation Center
- Supervisory Unit #56

NEW JERSEY
- Avon School
- Bancroft School
- Bloomfield Public Schools
- Bordentown City Schools
- Bruce Street School
- Cumberland County Communication Project
- East Brunswick Public Schools
- Gloucester County Public Schools
- Hackensack Program for the Deaf
- Hard of Hearing Center-Mountain Lakes
- Helmbold Education Center
- Hunterdon Medical Center
- Marie H. Katzenbach School for the Deaf
- Kossuth Street School
- Madison Township Public Schools
- The Midland School
- Millburn Avenue School
- Milton Avenue School
- A. Harry Moore Lab. School
- Morris County Schools
- Morristown Memorial Hospital Speech & Hearing Center
- Neptune Township Public Schools
- Newark State College — Educational Resource Center
- North Hudson Jointure Commission
- Oakcrest School
- Summit Speech School
- Western Burlington County Regional Schools
- Westwood Regional Schools
- Woodbridge Public Schools

NEW MEXICO
- New Mexico School for the Deaf

NEW YORK
- Albany Medical Center Hospital
- Board of Cooperative Educational Services—Erie County
- Board of Cooperative Educational Services—Nassau County
- Board of Cooperative Educational Services — Suffolk County III
- Board of Cooperative Educational Services — Suffolk County II (Sch. for Hr. Handicapped)
- Board of Cooperative Educational Services — Warren-Washington County
- Buffalo Public Schools
- Children's Hospital & Rehabilitation Center
- Cleary School for the Deaf
- Demonstration Home Program at the Rochester School for the Deaf
- Hamilton School District #31
- Junior High School 47 M — School for the Deaf
- Meadowbrook Hospital (Speech and Hearing Center)
- Mill Neck Manor, Lutheran School for the Deaf
- New York Institute for the Education of the Blind
- New York School for the Deaf at White Plains
- New York State School for the Deaf at Rome
- Public School #158
- Queens College Speech & Hearing Center
- Rochester School for the Deaf
- St. Joseph's School for the Deaf
- St. Mary's School for the Deaf
- Union-Endicott School District
- Upstate Medical Center, Preschool Deaf Program
- Women's Christian Association Hospital

NORTH CAROLINA
- Charlotte Speech & Hearing Center
- Eastern North Carolina School for the Deaf
- Mecklenburg Schools, Department of Special Education
- North Carolina School for the Deaf
- North Carolina School for the Deaf at Raleigh
- Path School, Inc.
- Speech & Hearing Clinic, Duke Hospital
- Training Center for Hearing Impaired Children, Duke University
- Wake County Preschool for Hearing Impaired

NORTH DAKOTA
- Longfellow School
- North Dakota School for the Deaf

OHIO
- Akron Public Schools
- Alexander Graham Bell School for the Deaf, Cleveland
- Canton City Public Schools
- Cincinnati Education Center
- Clark County Hearing & Speech Center
- Cleveland Hearing & Speech Center
- Hearing & Speech Center of Greater Metropolitan Dayton
- Howard School for Hearing Impaired
- Kennedy School for the Deaf
- Kent Public School
- Lakewood Oral Day School
- Litchfield Rehabilitation Center, Preschool Nursery
- Lorain City Schools
- McKinley Elementary School
- Millridge Center for Hearing Impaired Children
- Ohio School for the Deaf

St. Rita School for the Deaf
Springfield City Schools
Stark County Department of Education
Toledo Hearing & Speech Center
Toledo Public Schools
Trumbull County Hearing Society
Warren City Schools
Youngstown Public Schools
Zanesville Classes for the Deaf

OKLAHOMA
Community Speech & Hearing Center
Kerr Junior High School
Oklahoma City Public Schools
Oklahoma School for the Deaf
Shawnee Public Schools
Tulsa Public Schools
University of Oklahoma Medical Center

OREGON
Eugene Hearing and Speech Center
Fairview Hospital & Training Center
Oregon State School for the Deaf
Portland Center for Hearing & Speech, Preschool Deaf Program
Portland Public Schools
Tucker-Maxon Oral School for the Deaf

PENNSYLVANIA
Delaware Valley School District
De Paul Institute for the Deaf
Easter Seal Society for Crippled Children, York
Ebensburg State School & Hospital
Elwyn Institute
Erie City School District
Hearing Conservation Center, Lancaster
Willis and Elizabeth Martin School
Pennhurst State School and Hospital
Pennsylvania School for the Deaf
Pennsylvania State Oral School for the Deaf
Pittsburgh Hearing & Speech Society, Inc.
Pittsburgh Public Schools
St. Christopher's Hospital for Children
Western Pennsylvania School for the Deaf
The Wood School
Wyoming Valley Crippled Children's Association
Pennsylvania Intermediate Units:
- Pennsylvania Unit 1
- Pennsylvania Unit 5
- Pennsylvania Unit 7
- Pennsylvania Unit 8
- Pennsylvania Unit 9
- Pennsylvania Unit 10
- Pennsylvania Unit 11
- Pennsylvania Unit 14
- Pennsylvania Unit 15
- Pennsylvania Unit 16
- Pennsylvania Unit 17
- Pennsylvania Unit 18
- Pennsylvania Unit 19
- Pennsylvania Unit 21
- Pennsylvania Unit 22
- Pennsylvania Unit 23
- Pennsylvania Unit 24
- Pennsylvania Unit 25
- Pennsylvania Unit 27
- Pennsylvania Unit 29

RHODE ISLAND
Rhode Island Easter Seal Society

SOUTH CAROLINA
Aiken County School District
Beaufort County Schools
Bennettsville Elementary School
Charleston Speech & Hearing Clinic, Inc.
Darlington Area Schools
Estes Elementary School
Fairfield County Schools
Florence County School
Greenwood School District #50
Hearing & Speech Center, Columbia
Keowee Public School
Charles Lea Speech & Hearing Clinic (Spartanburg)
Memminger Elementary School
Myrtle Heights Elementary School
Richland County School District
South Carolina School for the Deaf & Blind
United Speech & Hearing Services

SOUTH DAKOTA
South Dakota School for the Deaf

TENNESSEE
Arlington Hospital and School
Daniel Arthur Rehabilitation Center
Chattanooga Public Schools, Sunnyside School
Clover Bottom Hospital & School
Greene Valley Hospital & School
Hamilton County Schools
Hamilton County Speech & Hearing Center
Knoxville City Schools
Memphis Parent School for the Deaf & Aphasic
Orange Grove Center for Mentally Retarded
Preschool for Deaf (E. Tennessee State University)
Tennessee School for the Deaf
University of Tennessee Preschool Program for Hearing Impaired
Bill Wilkerson Hearing & Speech Center

TEXAS
Abilene I.S.D.
Aldine Independent School District
Amarillo Speech & Hearing Center

Anahuac Independent School District
Austin Independent School District
Stephen F. Austin State University, Speech & Hearing Clinic
Baylor Speech & Hearing Clinic
Beaumont Multi-County School for the Deaf
Bexar County School for Deaf
Bi-County School for the Deaf, Brownsville
Bi-County School for the Deaf, Corpus Christi
Callier Hearing & Speech Center
The Center for Audiology & Speech Pathology
Corpus Christi Hearing & Speech Center
Dallas County Wide Day School for the Deaf
Ector County Independent School District
Farias Special Education School
Grayson County Crippled Children & Adult Center
Harlandale I.S.D.
Hereford Independent School District
Houston Independent School District
Houston School for Deaf Children
Houston Speech & Hearing Center
La Marque Independent School District
Lubbock Independent School District
New Caney Independent School District
Northeast Independent School District
Pasadena Independent School District
Port Arthur Independent School District
San Angelo Independent School District
Sunshine Cottage School
Tarrant County Day School for the Deaf, Preschool Classes
Temple Memorial Treatment Center
Texas Christian University Speech & Hearing Clinic
Texas School for the Deaf
Waco Independent School District
Wakefield Elementary
Wichita Falls Independent School District
Ysletta Independent School District

UTAH

Edith Bowen Laboratory School
Utah School for the Deaf

VERMONT

Austine Educational Unit
The Austine School for the Deaf
Vermont Association for the Crippled

VIRGINIA

Arlington County Public Schools
Bristol Speech & Hearing Center
Charlottesville Public Schools
Chesterfield County Public Schools
Child Study Center, Old Dominion University
Diagnostic, Adjustive & Corrective Center for Learning
Dilenowisco Educational Cooperative (Special)
Hampton City Schools
Norfolk City Schools
Oral School, Medical College of Virginia
Roanoke City Schools
Roanoke Valley Speech & Hearing Center, Inc. (Special)
Tidewater Rehabilitation Institute
Virginia Beach City Public Schools
Virginia School for the Deaf at Hampton

WASHINGTON

Bellevue Public Schools
Bellingham School District
Bremerton School District
Child Development and Mental Retardation, University of Washington
Edna E. Davis School
Edmonds School District #15
Highline District #401
Issaquah School District #411
Kent Public Schools
Longview Public Schools
Northshore School District #417
Ocean Beach School District
Seattle Public Schools
Shoreline School District #412
Tacoma Public Schools
Tri-City Area Special Education
Tri-County Special Education Program
Washington State School for the Blind
Washington State School for the Deaf
Washington State University, Speech & Hearing Clinic
Yakima School District #7

WEST VIRGINIA

Kanawha County Public Schools
Kanawha Speech & Hearing Center
West Virginia School for the Deaf & Blind

WISCONSIN

Bartlett School Classes for the Deaf & Hearing Impaired
Green Bay School for the Deaf
Kenosha Unified School District
La Crosse Day School for the Hearing Impaired
Madison Public School System
Milwaukee Hearing Society
Oshkosh Area Public Schools for Deaf & Hard-of-Hearing
Pleasant Hill School
St. John's School for the Deaf
Sheboygan Public Schools
E.H. Wadewitz School
Washington School, Portage County
Wausau Day School for the Deaf
Wisconsin School for the Deaf

WYOMING

Wyoming School for the Deaf

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No. 1 National Survey of State Identification Audiometry Programs and Special Educational Services for Hearing Impaired Children and Youth — United States: 1972